

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

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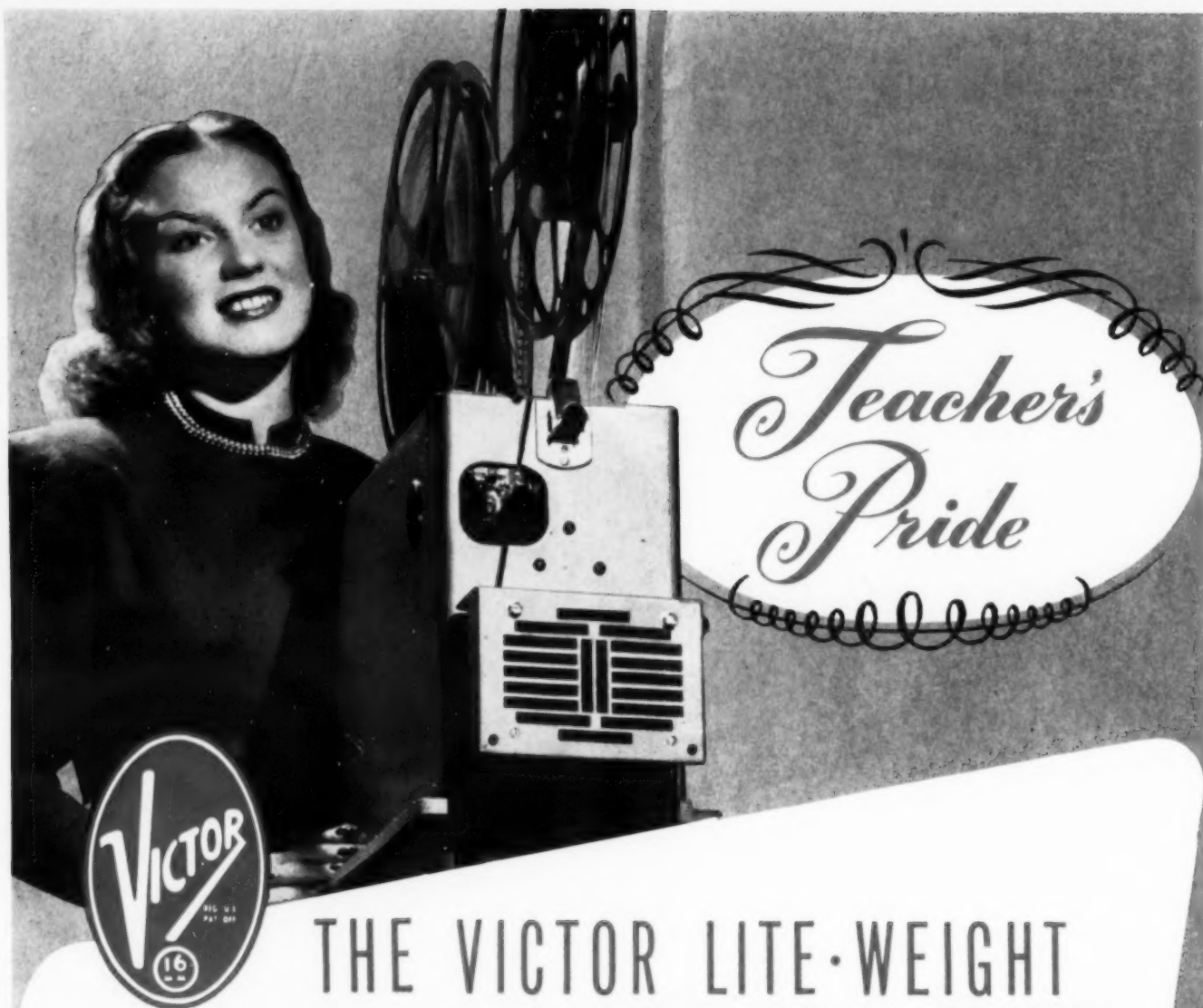
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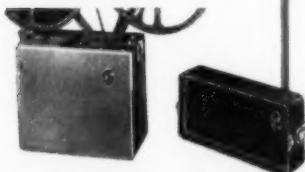
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THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the first day of the month by

THE BRUCE PUBLISHING COMPANY

540 No. Milwaukee Street, Milwaukee 1, Wis.

CENTRAL OFFICE: 20 NORTH WACKER DRIVE, CHICAGO 6, ILL.
EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK 18, N. Y.

VOL. 117, NO. 4

OCTOBER, 1948

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SUBSCRIPTIONS. — In the United States and Possessions, \$3.00 per year. In Canada and countries of the Pan American Union, \$3.00. In Foreign Countries, \$3.50. Single copies, 35 cents. Sample copies, 35 cents. More than three months old, 50 cents. Notices of changes of address should be reached the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

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EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."



The Pupil in Focus

Commenting on editorial policies and services of the JOURNAL, William George Bruce said in 1916, the JOURNAL's 25th anniversary year, in concluding a statement on schoolhousing facilities:

"And what in the last analysis, does this all mean? Does it mean better buildings, higher priced teachers, and better equipment for the sake of buildings, teachers, and equipment? No. It means a greater service to the cause of the child. It means a tremendous impulse to the well-being of that one object for whom school boards, schoolhouses, teachers, books, and supplies exist — the pupil. It involves the future of the boy and girl of today — the man and woman of tomorrow — the future citizenship of the great republic."

In designing and equipping new and modernized school buildings, the health, comfort, and safety of the pupil is now more than ever the important consideration in providing the required schoolhousing facilities for present-day learning processes.

Over the country many new building projects are under construction and schools will be built in increasing numbers in the year ahead. No appreciable drop in building costs is in sight and needed schoolhousing can and should be started as soon as possible.

Savings in the total cost of construction may be effected through changes in design and use of materials and equipment. It is usually good economy to again recheck completed plans and specifications before letting contracts and to advise with an educational and schoolhousing consultant.

There is a wealth of information and guidance on the school building program in each issue of the JOURNAL. Departments of education in many states now offer specialized services on schoolhousing. Schoolhouse architects, and the producers of building materials, equipment, and supplies, are in a position to render outstanding service in providing for the health, comfort, and safety of pupils in your schoolhousing facilities.

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THE AMERICAN School Board Journal

Volume 117, No. 4

OCTOBER, 1948

Subscription, \$3.00 the Year

They Have Changed a Little —

School Board Members—Then and Now

*Leonard L. Bowman, Ph.D.**

"Serving on the board of education is taking an awful lot of my time," my lawyer friend complained to me. "And now that we are going into a building program more of our time than ever is going to be required. Then too," he continued, "it seems that we never get anything done for sure — completed, finished, and filed. Our problems seem to have a way of returning again and again in somewhat different form perhaps, but essentially the same problems."

This lawyer is learning that there is no "Case Closed" in public education. The problems that are receiving his attention, the problems of housing, equipping, and staffing the public schools, are essentially the same problems that boards of education have been working on for a hundred years in this country. And progress if any, to be appreciated should be observed over a long period of years. We say "if any" because progress has not been even as constant throughout the country, but has varied from community to community, and most stages of development from pioneer days can be found in every state in the Union.

California is nearing her one hundred years of statehood. Let us turn the pages of history back to the days of the Gold Rush and the years immediately following and observe the modern problems of a board of education in their pioneer setting. For example, my friend sees a building program and a bond election in the offing and he is concerned about public opinion in regard to the schools. John Swett, the Horace Mann of the West and California's first great educator, gives the following picture of public opinion in regard to education in San Francisco in the 1850's: "... as might have been expected in a city with a cosmopolitan population drawn from every state in the Union and from most of the European nations, the common school spirit was relatively weak, and it required heroic work on the part of teach-

ers and educators to bring public opinion up to a liberal support of the common schools, which were for a long time regarded by a strong minority of citizens as 'charity schools' for the education of children whose parents were too poor to pay tuition fees in private and denominational schools."

Board members in those days did not seem to be concerned about the physical conditions under which these early teachers had to work. Swett's description of conditions at the Rincon School in San Francisco where he took charge in November, 1853, can be taken as typical of prevailing conditions in those days. He said: "The school was at that time held in a small rented house, planted in the middle of a sand bank on the corner of First and Folsom Streets. To the original shanty there had been attached a shedlike addition for the primary children. There was neither blackboard nor map in this primitive school. The only apparatus consisted of a wooden water pail and a battered tin dipper, from which the children drank water brought from a well not far distant, the owner of which allowed the boys to draw one bucket of water a day. There was a small table for the teacher, and one rickety chair. The school children furnished their own ink bottles, their pens, and their paper. Compared with this wretched makeshift of a schoolhouse the Pittsfield school building (Pittsfield, Mass.), in which I learned to read and write and cipher was a palace. My department numbered thirty boys and girls and the primary room in charge of Miss Bain had about the same number."

State Superintendent Advocated Pupil Strike

Student strikes and teacher strikes have occurred often enough in recent years to be not altogether new, but for a student strike to be instigated and directed by a school official and that official the state superintendent would be a novel situation

for a board of education to meet today. Many years afterward Swett recalled an incident that occurred while he was visiting a school as state superintendent. This incident not only gives a picture of conditions as they existed generally, but also relates how the superintendent made his visit effective.

At a meeting of the State Teachers Association held in Pacific Grove, 1901, an elderly woman, somewhat bowed with years, accosted me with the remark that she was glad to meet me again. "Where did you ever meet me before," I asked.

"One day when I was teaching in the town of Santa Clara," she said, "a stranger entered the little room into which my school children were crowded almost to suffocation. He said he wished to visit the school for a few minutes, but did not give his name, merely asking me to go on with my class. Very soon he asked me if I would allow him to speak to the children. After telling the pupils that they had a good teacher and that they were intelligent and well-behaved boys and girls, he paused a moment and then went on as follows: 'You and your teacher are too good for this miserable little shanty in which you are crowded so that some of you have no desks and some are sitting on the platform. I want you to pack up your books when school is dismissed, carry them home, and say to your parents that the state superintendent of public instruction, Mr. Swett, visited you today, and directed you to tell them that you have struck work and are not going to school any more until you are provided with a better schoolhouse.' Then, when the children had gone, you turned to me and remarked that you thought that message would wake up the people. And it did wake them up. The trustees immediately secured a larger room, and in the course of the year we had a new schoolhouse. This happened long years ago, and I have never had a chance to speak to you and thank you until today for what you did for me and my school."

Discipline and Corporal Punishment

School discipline or class control, always a matter of deep concern for boards of education and school administrators, was the chief stumbling block for those who would teach then as now, and the teachers in those early days more often than not had

*Santa Barbara High School, Santa Barbara, Calif.

to rely solely upon their own resources in deciding the question of whether she would rule or be ruled. Of course, the physical conditions pictured above served to make the matter of control all the more difficult. We may draw upon John Swett's experience again at this point. He tells of his reception at the Rincon School as follows: "My opportunity soon came in an unexpected manner. The principal of the Rincon School, who had been in charge of the school only sixty days, had some serious troubles in matters of discipline; the big boys rebelled, and he suddenly resigned. The superintendent assigned me to the vacancy in November, 1853. Naturally enough the ringleaders of this small school of sixty boys and girls tried their hand on the new teacher, but the decisive action in which one was punished on the spot, and another was ordered out of school not to return, quelled an incipient mutiny, and there was no further trouble about order and discipline."

Corporal punishment was universally and frequently resorted to in the 1850's and for a long time thereafter. Just how frequently is indicated in the following taken from Superintendent James Denman in his annual report to the board of education of San Francisco in 1875:

I desire to call the attention of the board of education to the growing evils and abuses of corporal punishment, as it is allowed in our public schools. During the year, 21,362 cases of corporal punishment have been reported to the superintendent, but this is probably far below the real number, since many fail to report any except the most severe cases. If the board will investigate they will find that some of our teachers are in the habit of whipping sensitive little boys and girls for the most trivial offenses. In one primary class of about fifty boys and girls, taught by a female teacher, I called upon those pupils to stand who had been whipped during the term, when all but five arose. Upon investigation in the presence of the teacher and the pupils, I found that most of the little boys and girls were punished for not being able to say their lessons or write their exercises correctly. In many cases they had been whipped several times, and in one case three times in one day.

It is for the purpose of protecting these helpless and dependent children from such tyranny and abuse, that I desire to repeat my recommendation to the board of education last year, in favor of limiting the authority to inflict corporal punishment to the principals of the schools. At present every young teacher in our schools feels authorized to punish the little children under her charge, according to the caprice of her feelings or an ungoverned passion. I regret the necessity of publishing such unpleasant statistics, but having failed in the present board to change the rules I appeal to the better judgment and humanity of the next board to put a stop to so much whipping and cruelty in our schools.

Teachers: the Constant Problem

Salaries, a constant problem for those who administer the schools and one perhaps where the least progress has been made, varied from one district to another and were determined by bargaining be-

tween the teacher and the board. Salary schedules, of course, were not possible except in a few of the cities. Probably San Francisco was first to have any semblance of a salary schedule when a salary plan was adopted and the following principles were endorsed in 1875-76:

1. That teachers with high grade certificates should receive higher salaries.
2. That long service in the cause of education should be recognized by better compensation; and,
3. That the higher grades of the Department should be filled by competent teachers, who have had at least two years of experience.

Salaries: boys' principal, \$4,000; girls' principal, \$3,000; special teachers of Latin and Greek, \$2,400; French and German, \$2,100; natural sciences, \$2,400; assistants in boys' high school, \$2,100; teachers of senior and middle classes in girls' high school, \$1,620. The schedule for grammar schools: principals, \$2,700; vice-principals, \$1,800; and teachers down to \$840.

These were undoubtedly the highest salaries in the state.

Certification of teachers is a matter about which boards of education should be thoroughly familiar, especially in the smaller school where there is no superin-

Education has always stood at the crossroads. Each succeeding year brings a new crisis and it will always be this way. Each year we strive to meet the crisis to the best of our ability. It is our understanding and acceptance of this fact that leads us onward to better achievement.

— Ralph Becker.

tendent of schools. Certification of teachers was taken care of, although not at all satisfactorily, in the first school law of California in 1851. The law provided for a "Superintending School Committee" of three members, to be elected annually, with power to examine and appoint teachers. The task of giving teacher examinations soon became the responsibility of the state superintendent who annually appointed a state board of examination. The annual institute meeting afforded a convenient time for all concerned for the giving of the examinations.

A description of the examination given at the institute in 1863 will serve as an example of the procedure employed during this period. On the first day of the institute, May 4, the state superintendent, who was ex-officio chairman of the board, appointed seven county superintendents, all in Northern California, members of the state board of examination and invited six San Francisco teachers to assist in the examination. The examination was conducted in writing in nine common subjects including natural philosophy and general questions and two hours were allowed for writing the answers to each set. The papers were designated by numbers, the corresponding names being held by the chairman, and unknown to the examiners of the

papers. Each answer of applicants was carefully examined and credited according to its merits, and the results transferred to a tabular statement. The work was completed June 10. State educational diplomas were issued to those whose papers were credited higher than 75 per cent, and who had been engaged in teaching at least three years. Certificates of the first grade were granted to those who passed higher than 65 per cent, and who had been engaged in teaching at least three years. Certificates of the first grade were granted to those who passed higher than 65 per cent; of the second grade, 50 per cent; and the third grade, 40 per cent. Nine state educational diplomas were issued valid for six years; seven certificates of the first grade were issued valid for four years; nine certificates of the second grade were issued valid for two years; 20 certificates of the third grade were issued valid for two years. A total of 45 certificates were granted, and 31 who took the examinations were rejected.

The First Teachers' Oath?

The present requirements in regard to the loyalty of those who would teach have a background. When we remember the tense emotional state that enveloped the people in 1863 with the Civil War raging in all its fury, perhaps it is not difficult to understand the following rather extreme requirement made of teachers by the state:

An Act Concerning Teachers of Common Schools in this State—Approved April 27, 1863; Amended March 18, 1864:

Sec. 1. No certificate or qualification shall be granted by the State Board of Examination, or by any County Board of Examination, to any teacher, or person proposing to become such, unless such teacher or person shall have first taken and subscribed to the following oath of affirmation: "I do solemnly swear (or affirm, as the case may be) that I will faithfully support, protect, and defend the Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State, Convention, or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation and evasion whatsoever; and I do further swear (or affirm, as the case may be) that I will support the Constitution of the State of California."

After a teacher had passed the state examination, won her certificate to teach, and had subscribed to the above oath, she more often than not found little recognition or appreciation of her accomplishments on the part of school boards. The prevailing notion was that anybody who could control the big boys could teach, a notion all too prevalent today. In these days of teacher shortages and substitutes, we should listen to Superintendent James Denman, who in making his annual report to the board of education in San Francisco in 1875, pleaded with his board to "give such en-

couragement and support to those who have received a professional education, that most of the schools will soon be under the care and instruction of normal graduates, who have been thoroughly drilled in the methods of modern teaching." Denman went on to emphasize his plea for the recognition of the value of professional training by quoting A. D. Mayo, who said in an address before the American Institute of Instruction, "A great deal of the evil of overstudy, cramming, and consequent destruction to the health of American children, in the city schools, is not due to the course of study, or the amount of work assigned to the pupil; but chiefly to the blundering incapacity of the teachers. . . . But these, often admirable courses of study, compiled from the best results of American and European experiences, are too often so muddled and turned to a destructive routine, by the teachers of primary and grammar schools, that what would be a pair of wings becomes a pair of fetters to the helpless child."

The Employment of Teachers

The employment of teachers is a constant responsibility of the board of education acting, as is the common practice now, upon the recommendation of the superintendent. However, in many districts, little change has been accomplished in a hundred years. How the teacher secures her job is of real concern to all those who administer our schools because her teaching and service to the community is thereby effected.

The first task to face the pioneer teacher ready to teach was, of course, to find a position. In this she was in most every case left to her own devices. She could make application for positions which she knew about or learned about through friends and she could apply promiscuously to school boards whether she knew of any vacancy or not. The few institutions of higher learning in those years did not admit any responsibility for what happened after graduation; there were no appointment services. The commercial teacher agencies had not yet come into their own, although Swett early speaks of their forerunner when he mentions the fact that "there were several school brokers" who engaged to secure appointments for the sum of \$300 each. These brokers pocketed the money and secured the appointments by political or personal pull.

Occasionally the *California Teacher* would publish a notice such as the following that would be of service to a few teachers. This notice appeared in the February issue in 1864:

Situations Wanted — Three young ladies, graduates of the California State Normal School, desire to obtain situations in good schools in the interior. Also, four experienced female teachers, just arrived from the Eastern States, are seeking positions in the public schools. Trustees desirous of employing first class teachers, will address the



The Community Chests and Councils provide funds for social center activities for boys and girls.

Superintendent of Public Instruction, San Francisco. A little incident relating to one of these ladies, will show the spirit of some of the *school-marms* who come to this state. Her brother had just enlisted for the war, and one day the Vermont schoolmarm, entering the village store, asked the young man behind the counter why he didn't volunteer. "Who would take my place here?" said the clerk. "I will take your place," said the patriotic girl, "and give you the salary all the time you are gone." And take his place she did, for one year, though to the credit of the knight of the yardstick, who shouldered a musket, be it said, that he refused to receive the salary so generously tendered him. Some districts in the state need a few such women to teach their schools.

A Forerunner of Teachers' Agencies

In the February issue four years later we see the beginning of teacher employment agencies in California. However, this agency was to serve a broader field than the employment of teachers. The initial announcement of the agency appeared in the *California Teacher*, February, 1868. The announcement follows:

CALIFORNIA EDUCATIONAL AGENCY

Established 1868, for the following objects:

1. To recommend well-qualified teachers to school officers.
2. To aid professional teachers in securing positions.
3. To give information concerning the best private institutions of learning.
4. To fill orders for school furniture, and to advertise, sell, or rent school properties.

The undersigned have established this agency for California, as a branch of the "American School Institute." From their extensive personal knowledge of the schools and teachers of this state, they feel confident that they can send competent and reliable teachers to school trustees who desire to secure them. Principals of private institutions, on application, will be furnished with information concerning the education, experience, and ability of the best teachers, male and female, in the state.

Terms. No charge to trustees or school officers. Male teachers, five dollars, payable on securing a school; female teachers, three dollars. In securing teachers for schools of unusual responsibility, requiring extra time, care, and prudence, an extra charge to correspond.

Office of the California Teacher, 302 Montgomery Street, Third Floor.

Communications addressed to John Swett, Box 1977, San Francisco.

John Swett
Samuel I. C. Swezey

The employment of teachers during this period, and, for that matter until recent times, was on a personal and political basis. In getting a job it was far more important to have the "right" friends than to have ranked high on the state examinations. However, it was not the superintendent of schools who held the political strings. Swett gives us a graphic picture of this powerless individual, the superintendent of schools, in the following paragraph:

By custom as well as by law, the superintendent had nothing whatever to do with the appointment of teachers. He was allowed a seat on

the board, but had no vote. He was given no power to decide anything, not even to send out a substitute teacher for a single day. He could not suspend or reinstate a pupil. He was required by law to make monthly reports to the board, to sign warrants, and to visit schools. He was expected to revise the course of study from time to time and report it to the board for adoption. Though nominally he was the executive officer of the board, all the executive work was really divided up among the several committees.

When Board Members Made the Appointments

The school board members jealously wielded the power to appoint teachers. Since they received no remuneration for their services on the board they seemed to think that the political strength derived from the power to appoint teachers was their just and due reward.

By unwritten law, for many years the patronage of appointing teachers had been mathematically divided up among the board members, each director in alphabetical order being allowed to appoint a teacher when his turn came round. From 1851 to 1869 it had been the custom of the boards of education to go into secret executive session at the end of each year, declare all positions of teachers vacant, and then proceed to elect teachers "for one year only." Not infrequently good teachers were dropped out to make room for friends of new members of the board or for other teachers backed by powerful influences. When teachers so removed appealed to the members of the board, the reply was, "There was nothing against you; only you did not get enough votes to elect you."

The worst of such a plan was that the members themselves were not free agents in making appointments, but were compelled to yield to the demands of partisan "bosses," or political leaders, or ward politicians. During my term of office, I can recall but one instance in which my opinion of the fitness of a teacher for appointment was asked by a school director. One director, a personal friend, showed me his memorandum list of over one hundred applicants for a position, each one backed by strong influences. Under this system the best men in the board, along with the weakest, were compelled to yield. One director, nominated by myself to fill a vacancy, in less than a month after his appointment by the board, showed me a letter from a United States senator from California, earnestly demanding the appointment of a young lady to the position of a primary teacher. Another boasted of the fact that he had appointed three teachers by the request of a notable millionaire.

Swett relates:

One day in 1869 it occurred to me that it was time for somebody to make a protest against such "Star-Chamber" proceedings. I went to the president of the board, stated the facts in the case, and secured a pledge of his support in electing teachers "during good behavior" instead of for one year, so that they might feel reasonable security in their positions as long as their teaching was satisfactory. Joseph O'Connor, then a grammar school principal, backed me in this effort, and John F. Meagher, member of the board of education, joined hands with both of us in this reform. We canvassed the board but the matter was brought and it failed to carry. We then invoked the aid of the press, and after a contest of six months finally secured the desired reform. Of course, incompetent teachers could be

dropped at any time, but most of the teachers remained reasonably secure. This action of the board was the first step toward the "Teachers' tenure of office" law for San Francisco, secured by act of the legislature a few years later, for which teachers were largely indebted to Ira G. Hoitt, then a member of the assembly from San Francisco. Mr. Hoitt several years later was elected state superintendent of public instruction.

Tenure Idea Did Not Last

Apparently Swett's efforts to secure tenure for the teachers in San Francisco in 1869 were not very permanent for we find him 24 years later in his annual report of 1893 as Superintendent of Schools in San Francisco making a most interesting exposé of practices in the employment of teachers. The following is a daring attack on entrenched political interests and gives such a true picture of conditions in the absence of a teacher tenure law that we quote at length:

The vital part of my report for 1893 related to the method of electing teachers and to the office of "head inspector." It was an attack on certain abuses of power that had grown up by degrees in the department, and I realized in making it that I should excite fierce antagonisms, which would in all probability defeat my renomination for the office of superintendent. The following extracts from this report will exhibit one of the evils that I attacked.

The weakest point in our school system is the method of electing teachers. . . . It is an outgrowth of the "spoils system" in politics. It is contrary to all principles of civil reform. The number of new teachers to be elected to office is about 36 each year, or 3 appointments to each director. As places become vacant during the year, each director, in regular order, makes one appointment, and by mutual understanding this appointment is absolute, the only condition required being that the nominee must be the holder of a legal certificate. The names of appointees are handed to the chairman of the committee on classification, who makes the nomination in open board; consequently no one knows what director is responsible for the appointment of a teacher. Under this system no selection of the best teachers out of a large number of applicants is possible. The election of a teacher becomes merely the personal opinion or personal favoritism of one man. Young women who are graduates of the high school and normal school are reduced to a dead level with young girls who leave the grammar school and in a few months cram to pass an examination for a certificate. The most talented and accomplished teachers coming here from other cities stand no chance of an appointment on merit. School directors are subjected to the political or personal "pull" of United States senators, of governors and ex-governors, city officials, supervisors, members of county committees, political clubs, and active politicians generally. The present plan of appointments has become so strongly entrenched that there is little hope of a change except by the adoption of a new charter and a change in the manner of securing a board of education.

It would be better if the board would agree to a rule requiring that all assistants in primary or grammar grades would be selected exclusively from the graduates of the city normal school, the state normal schools, the state university, or from experienced teachers elsewhere who have won a reputation. The annual average of salaries paid

to the teachers of this city is higher than in most large cities. While educated, trained, and experienced teachers are worth every dollar they are paid, untrained, unskilled, and poorly educated teachers do not earn such salaries. There is no good reason why any school director should appoint an unskilled, untrained, and inexperienced teacher, when twenty professionally trained teachers are waiting for positions, and as many more experienced teachers that have won a reputation stand ready to fill a vacancy. It is sometimes urged that, as school directors receive no salary for their services, they have the right to the personal patronage of appointing their friends. But it seems to me that citizens who seek and secure such an office of honor have no moral right to prostitute their power to selfish and personal ends.

The Bugaboo of Re-election

What arguments can there be against a good teacher tenure law when reviewing the conditions which existed and still exist in the absence of one? After a teacher had found a position and had been successful in being elected to it, she must then look forward to re-election at the end of the school year, for no teachers were elected for more than one year at a time. Near the end of the school year every teacher had to take an examination devised and administered not by the superintendent of schools, but by members of the board of education. More important, however, than the teacher's service in the classroom or her grade on the examination, was whether or not she was still in the good graces of a sufficient number of the board members to re-elect her. Swett tells of going through these annual ordeals in the following account:

At the end of the year, December, 1854, all the teachers in the school were re-examined "according to law," for the purpose of ascertaining if we knew enough to teach our schools for another year. Our examinations, wholly oral, were similar in all respects to that of the previous year, and both were patterned after the primitive examinations which I had passed in New Hampshire and Massachusetts. Each of us was asked one question in each of the following studies: reading, spelling, arithmetic, grammar, and geography. The board of education was made up exclusively of men from New England, and they held faithfully to old-time precedents. The mayor of San Francisco, ex-officio chairman of the board, was from Salem, Mass., of which famous Puritan city he had once been mayor; Frederick Billings was a prominent lawyer from Vermont; William Sherman had been a teacher in Rhode Island; J. B. Moore was a young lawyer from Concord, N. H.; William H. O'Grady, the city superintendent, was from Vermont.

Mayor Webb, true to his Yankee instincts, put the following questions, which for a quarter of a century had been a kind of *pons asinorum* in school examinations in New England: "Give an analytical explanation of the reason for inverting the divisor in divisions of fractions." This proposition was put to Mr. Holmes, whose strong point was mathematics; and the fun of it all was, that this veteran teacher was flustered and after several trials gave it up, saying "I know well enough but can't explain it." The certificate which I received has been carefully treasured as a relic of the "old regime." It reads as follows:

(Concluded on page 80)

Port Townsend Adventure in Good Community Living *W. H. Carder**

The public school system and the community of Port Townsend, Wash., have pioneered a type of Recreational Activity Center that is attracting widespread interest. Now, five years after its inception, the success of its long-range plan is apparent.

A small town, like so many others of its size and type, Port Townsend had, in 1943, two motion picture houses, together with the usual number of taverns, pool halls, and public dance halls. These were patronized by the high school students, as well as by personnel of the various service installations located in the vicinity — army, navy, and coast guard. The school had long recognized a need, and the administration had dreamed of an outlet for the self-expression of its youth. The problem of juvenile delinquency was making itself felt here as elsewhere. In 1943 leaders of the high school student body appeared before the city council asking for funds to initiate a high school recreation center. The council was unable to accede to the request but promised its support in any plan that could be worked out. With the support and encouragement of the city fathers, the administration and faculty of the schools, the students rented an old hall and furnished it rather scantily with proceeds of dances and gifts of money. Thus the Rec Club — "Redskin Roost" as it was called — was born.

This Rec Club was directed by student leaders and the school administration, with a high school teacher acting as chaperon. On week nights the students gathered in the club for ping-pong, checkers, and chess; on week-end nights they danced to

*Superintendent of City Schools, Port Townsend, Wash.



Dancing is popular in the Port Townsend youth center.

the music of a larger record machine and consumed quantities of pop and ice cream, happy in the knowledge that they had a place of their own, organized by their own efforts, and managed by and for themselves.

Parents Recognize Value of Center

In its second year of existence the Club was recognized by the Parent-Teachers' Association and similar organizations as a definite force in combating juvenile delinquency and keeping teen agers off the

streets and out of undesirable places of amusement. With the approval and active assistance of the adult organizations, an even more successful year resulted. As the influence and scope of the club increased, a chain of events led naturally to the realization of a dream for a civic recreational activity.

The old high school building, which housed numerous wartime governmental activities, burned in 1943, but the gymnasium attached to it was saved. With the insurance from the old building, a Federal



The office of Director William Everts is so located that he has the main play-rooms constantly in view.



The gymnasium is in constant use for basketball and other games.



Adult hobby clubs use the workrooms each evening.

Government grant, and a contribution by the city, a Child Care Facility was erected on the site of the old building. The function of this Facility was to aid mothers engaged in war work at the army and navy installations and in the local paper mill. With the end of the war the time was ripe, and we went into action to secure funds for the operation of a civic recreational center.

The acquisition of physical properties presented no problem, since the Child Care Facility was on school district land. An advisory board was organized and a successful drive for a 2-mill tax followed. At present the millage remains unchanged, the state contributes toward summer activities, and the balance of the budget is assumed by the school district. Adult members of the hobby clubs and other groups using the Center as a meeting place pay membership dues of one dollar and also the costs of materials used.

Physical Facilities

Since the Center is organized as an activity of the school district, duplication and conflicts are avoided. With the financial setup handled by the district, the administration is stabilized—a situation considered to operate more favorably than in communities where control is divided between the school during the winter months, and park boards during the summer. Our arrangement permits the entire revenue for the Center to be used for direct recreational costs, while the school district absorbs overhead along with its already established school system overhead. Thus the Center both broadens the services of the school to the community, and adds to the facilities available for the students in the school.

The newer portion of the Center is of

modern functional design in brick. It houses an attractive 55 by 35-ft. dance room; a play room, 35 by 30 ft., with ping-pong tables; an ample kitchen furnished with cooking equipment, china, and silverware. There are ladies' lounges, a boys' toilet room, an office for the supervisor, and a small hobby club room. The adjacent connecting gymnasium built in the 1920's has a 45 by 85-ft. floor, a 16-ft. stage, and shower and toilet facilities for both boys and girls. An unfinished basement room is available for future expansion. Now the groundwork is being laid for the erection of a swimming pool on the grounds at the side of the present structure.

Organization and Advisory Board

The Center, as we have said, is operated as a school activity. On the advisory board are representatives from the school board, men's and women's athletic groups, the city basketball league, the Parent-Teachers' Association, the hobby clubs, the high school student body, the ministerial association, women's clubs, and the kraft paper mill. The board meets once a month. It functions as a liaison group between the community and the school; it ascertains the needs of the community, and the adequacy of the recreational program in meeting these needs.

A full-time recreational supervisor is employed by the school district. He is considered a regular high school faculty member and is directly responsible to the superintendent of schools. He is a physical education major with experience in supervising school and community recreation activities. The Center is open every afternoon and evening except Sundays with a full program of summer activities as well as winter.

Does the Center Bring Community and Adolescents Together?

The following partial list of groups now using the facilities of the Center is indicative of its services.

Basketball — City League, Church League, high school and junior high school intramural leagues, junior high school girls' basketball league, women's athletic league, and grade school league. Services of the school athletic coaches, men and women, are available and the correlation with the afterschool athletic and intramural programs is eminently satisfactory. On evenings when no games are in progress, the gymnasium is a popular spot for fathers and sons, old and young, to spend odd hours brushing up on their basket shots.

Clubs — Badminton, leathercraft, knitting, camera, community choir, ski, saddle bicycle, hiking and camping groups, tennis, golf, small tots' story hour, preschool mothers' group, ping-pong, chess, checker, historical society, garden, Native Daughters, American Association of University Women.

Some of the clubs, as the names indicate, have a membership limited to adults, some to students, but many have a membership drawn from both groups and from outlying communities. Motion pictures taken by outing groups on their hikes and trips are frequently shown to an interested audience at club meetings. Hiking and skiing trips in the Olympics are organized by the supervisor. The saddle club sponsored a roundup and furnished most of the entries during the summer of 1948.

Classes and Parties — Folk and ballroom dancing classes, all senior and junior high school parties and dances, community fund-raising teas and card parties for charitable purposes, flower shows, art displays.

Last summer between three and four hundred young people usually accompanied by their parents participated in the two weeks of swimming classes held at Discovery Bay and climaxed by a carnival of water sports. Transportation was furnished on school district buses, the classes were under the direction of the recreation supervisor, assisted by a group of recruits from among the older students and adults.

The Center is now a smoothly functioning activity. There are and always will be problems to solve, difficulties to meet, adverse criticism to answer. One critical contention leveled against the Center is that the children are taken from the home in the evening. We have attempted to solve this particular problem by sponsoring a monthly party at which students must be accompanied by one or both parents, and these parties are enjoying increasing popularity.

In the short period of its existence the Recreational Center has proved itself a means of self-expression for young and old; a medium for the development of

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Three Psychic Deluders and How They Betray *Harold C. Hand**

Any superintendent or school board member who relies upon unsystematic observation (what one "picks up" here and there) to tell him how his community feels about the schools is in very serious hazard of being deluded. It is the purpose of this article¹ to show why this is true.

Before we attempt this demonstration, however, let us briefly remark upon the crucial significance of good public relations in the years that lie immediately ahead, and note how important it is for the superintendent and board members to *know* instead of *guess* how the patrons feel about the school. Everyone who has traced out the probable future consequences of present-day trends in reference to (a) the increased birth rate, (b) the increasing proportion of 14-17 year olds who go to high school, and (c) the increasing fraction of secondary school youth who continue on to graduation, (d) increased teachers' salaries, and (e) increased building costs, is aware of the fact that present school revenues must be at least doubled within the foreseeable future. Much (in wealthier states, most) of this added revenue will have to come from local sources. To accomplish this, the citizens must be persuaded to march to the polls and sanction the requisite increase in the tax rate. If the citizens are to any serious degree dissatisfied with the way the schools are now being conducted, it is unrealistic to assume that they will vote "right" in such elections.

Substitute "Known" for "Guess"

This, of course, is simply another way of saying that how the patrons feel about their schools is now and henceforth an even more crucial consideration than it has been in the past. If the schools are to be adequate in the future, the "customers" must be at least reasonably well satisfied now. Obviously, superintendents and school board members need to *know* instead of *guess* in reference to this important consideration. Unfortunately, most of these officials are today guessing instead of knowing because of their present heavy reliance upon unsystematic observation. How seriously undependable this guesswork is likely to be — and *why* — we shall now attempt to point out.

We begin by noting the significant fact that many business and industrial organizations have long since abandoned the practice of guessing whether or not, and

in what specific respects, their customers are satisfied with their products or services. They now rely upon systematic consumer research for their guidance. They have found that it pays handsomely to do so.

The more successful of our business and industrial concerns have also supplanted guesswork with systematic appraisal in their personnel programs. Their personnel officers now know instead of guess what the specific practices and other considerations make for high and low morale, respectively, among their employees. They have abandoned their former hit-or-miss methods of morale building and have replaced them with a program known in advance to be effective. They have found that this also pays good dividends.

No less significant is the fact that during World War II both the army and the navy developed systematic techniques for determining the status of the specific components of soldier and sailor morale. Systematic polls were conducted under the proper safeguards in all the theaters of war and in all the commands in the zone of the interior. The results were found to be far superior to guesswork as the basis for structuring programs for the improvement of morale. As in business and industry, it paid handsomely to replace guesswork with systematic appraisal.

Now let us note the principal considerations which have led our foremost business and industrial organizations and our national military establishments to abandon the practice of relying upon personal observations and, instead, to place their principal reliance upon systematic polls. Then let us observe how these considerations apply with equal force to the local public school enterprise.

Errors of Unrepresentative Observations

Principally, there are three serious limitations inherent in personal observations and other unsystematic methods of appraisal. These are (1) the influence of unrepresentative observations, (2) the reluctance of people to be frankly critical, and (3) the influence of the observer's opinions and interests. These are "the three psychic deluders" in title of this article. Let us briefly discuss each of these limitations in turn.

Research studies have clearly demonstrated that unless all the people in a particular group or population, or a truly *representative* sample of *all* people in that group or population, are included, the results will be seriously in error so far as mirroring what the total group or population really thinks. It is extremely easy to

make this error because of the fact that some people are much more articulate than others. In fact, it is impossible to avoid this error unless all of the group, or a truly representative sample of all members of it, are given an equal opportunity to express their views. The better educated, which usually means the more well-to-do, people are usually the most articulate. How grossly in error one can be in assuming that the opinions of this more articulate subgroup represent the views of the total aggregate we observed in the presidential election which the *Literary Digest* poll predicted so inaccurately a few years ago. These pollsters draw their sample from telephone directories. Since telephone subscribers are principally to be found in the upper income groups, it was chiefly the opinions of the well-to-do which were secured in this poll. As the election results demonstrated, the people in the lower income brackets did not share the opinions of this well-to-do group.

Consequently, the school board member, superintendent, supervisor, or teacher who relies upon what he hears people around the community saying is deluding himself if he believes that the sum of what he hears represents what the patrons as a total group are really thinking. The superintendent or supervisor who thinks that he can tell from what he picks up what the total teaching staff actually thinks or feels is likewise practicing self-deception. Similarly, what any school official hears pupils saying around the school or elsewhere is anything but a dependable reflection of what the student body as a whole really believes.

The American "Booster" Habit

This brings us to the second "deluder." Most people are reluctant to be frankly critical. There are, of course, a certain number of chronic "aginners" who have no hesitation whatsoever in this regard. But the number of these emotionally ill people is very small in the average community. In our country it is good form to be a "booster." Therefore, one hesitates to be frankly critical even when he feels that negative criticism is merited — this lest he become known as a "knocker." Also, it is good form in our culture to be pleasant and agreeable to others — especially to those we hold in high esteem.

With very few exceptions, school board members are selected precisely because they are esteemed members of the community. The school superintendent and principal are also held in high esteem. If one or the other is not, it can be presumed that he will soon be looking elsewhere for

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¹This article is a preprint of Chapter III in the forthcoming volume entitled *What People Think About Their Schools* to be published in October, 1948, by World Book Co. These copyrighted materials are reproduced here by special permission of World Book Co.

employment. And, although they are usually from one to several pegs lower on the prestige scale, the teachers are also well-esteemed persons. From this it follows that the typical school board member, superintendent, principal, or teacher is not likely to hear much unfavorable comment about the schools unless the situation has already become seriously acute. Good administration requires, however, that little troubles be detected and remedied or prevented long before they become acute.

Then there is the element of fear in the community—fear of reprisal, fear of losing favor with one's employer, fear of losing customers or clients, fear that "they" might "do something" to my child in the school, etc.—which also makes people reluctant to be frankly critical. This fear is very widespread.

School board members are usually men of real influence in the business, professional, and social life of the community. Why take a chance on hurting one's self by saying something they might not like to hear? As agents of the state, superintendents, principals, and teachers have a great deal of power—particularly so in the minds of most parents. Why jeopardize my child by saying something they won't like? Teachers also have their fears. The school board, the superintendent, the principal, and sometimes the supervisor, stand in the position of employer or "boss" to the teachers. Consequently, teachers who entertain any hopes of promotion, or who for any other reason hesitate "to take a chance," can scarcely be expected to be frankly critical in the presence of any board member, the superintendent, or any other higher-up.

Finally, far too many pupils have learned that it does not pay to criticize. Such being the case, there is no warrant for the belief that any board member, superintendent, principal, or teacher can typically elicit frank responses in critical matters when talking with school children.

Board members and school officials who do not recognize these hard facts are in constant danger of deluding themselves into believing that people tell *them* what they really think. Because these facts are destructive of one's conceit and hence unpleasant, some board members and school officials do not face them. This is unfortunate, to say the least.

The only way in which frank responses can typically be secured is to guarantee 100 per cent anonymity to all respondents. The situation must be so arranged that nobody can find out "who said what." This safeguard must be absolute.

Delusions of Fears and Sympathies

The third principal limitation inherent in personal observation or any other type of unsystematic appraisal is the influence of the observer's interests and opinions. This is not because of any basic dishonesty on the part of the observer; this influence



"Men of Destiny" taken by William G. Hanschmidt, Jr., Bexley High School, Columbus, Ohio. Awarded second prize in Third Annual National High School Photographic competition.

operates subconsciously, without our being aware of it at all.

This "psychic deluder" does various things to us—and without our knowledge. We ask about, hear, look for, and see what we would most like to hear or see. We tend to discount, ignore, or block out whatever we dislike hearing or seeing. Here our particular personal interests, sympathies, enthusiasms, hopes, desires, aversions, anxieties, fears, etc., come into full play, even though (or perhaps because) they operate subconsciously. Consequently, we do not see as a camera "sees," nor hear as a microphone "hears."

This "deluder" also plays tricks on our memory. It permits us to remember chiefly only what we like to remember, and (except in cases of severe shock) makes us forget the things we don't like to remember. Were this not so, many more of us would probably be insane. As it is, most of us can live quite happily with our memories precisely because they have been so filtered.

Board members, superintendents, principals, and teachers are probably more shrewd observers than the average adult. But this "psychic deluder" also betrays them to a very serious, even though a lesser, degree. What they look for, see, ask

about, hear, remember, and act upon is to a serious degree conditioned by who and what they individually are.

The only sure method of avoiding this bias is to make a systematic survey, and to use in this survey only exactly worded questions which have been carefully constructed beforehand by disinterested persons competent to do so.

We have now observed the principal limitations inherent in personal observation and other unsystematic types of appraisal. These limitations have led business and industrial organizations and the War and Navy Departments to give up their former reliance on such methods. We have also observed that these limitations are heavily operative in the public school situation.

As the result of these limitations, business, industry, and our national military establishments have come to place their principal reliance upon systematic polls which possess the three characteristics that we have noted in this chapter: namely, representative sampling, anonymity of respondent, and expertly worded questions.

Since, as we have seen, these limitations operate powerfully in the public school situation, it is obvious that a similar procedure and technique need to be applied.

Fourteen Ways to Make a Better Convention Speech *William M. Lamers**

If you are one of those persons connected with education who is asked to give a convention speech — and who ever escapes? — here are 14 ways to help you do a better job.

1. Prepare. Prepare for the particular speech you are going to give. Of course, you will draw on your rich backgrounds. But rich backgrounds are no adequate compensation for lean foregrounds. Don't trust to your natural glibness. Each new audience, each new occasion calls for new thinking, more work. "Acres of Diamonds" may have thrilled Chautauqua audiences thousands of times. Did Dr. Conwell repeat literally? Compare an early with a late copy of the speech. He did not.

If you have nothing to say, and don't want to prepare, don't feel reluctant, feel and act speechless. Veteran speakers, who have lost the edge of audience fear, are more inclined to offend here than occasional or beginning speakers. And veteran speakers sometimes turn out the worst performances.

Be too fastidious to be in the same class with the college president who addressed 2400 teachers, the large majority of them women, as "you men in industry who earn your living with your hands," and who at ten in the morning repeatedly read, "this evening."

Preparation means work for anybody: reading, writing, talking, corresponding, *thinking*.

2. Stick to Your Subject. Not merely to the general subject but to the particular phase of it that has been assigned to you. There is no worse time waster or forensic nuisance than the member of a convention panel who poaches in the preserves to his associates. It is generally a good plan for a speaker to correspond with the program maker and to ask such obvious questions as, "Who will be in the audience?" "What other speakers are going to appear?" "Would it be satisfactory if I narrowed my subject to —?"

Just because you have written a recent monograph on the relation of the cranial index to the organismic development of juvenile inebriates, don't feel that you must drag your hobby in by the hair.

The worst example I ever heard of a speaker not sticking to his assigned subject occurred at a University convocation. The orator was paid a good fee, given an honorary degree, and brought a long distance to address an anniversary audience on the subject "Baron von Steuben."

He wrapped his academic gown around him, put on his glasses, and began, "I have been asked to tell this august audience something about the notable life of that great German-American patriot, Baron von Steuben. I have no doubt but that there is no one in the audience who does not know more about this subject than I do. But I *do* know something about corruption in government. I will therefore speak on that."

Incredible — but you can probably match it in part out of your experiences with educational speakers.

3. Don't Try to Say Everything. Take it for granted that with reference to your subject your audience is not totally illiterate. Go back to where their expertness leaves off and start

from there. You will seldom have to go back to the beginnings, as a great research engineer did, who when addressing an audience of educators and other professional men, all university graduates, began, "There are as you undoubtedly know five external senses," and continued with such thought laden statements as "The function of the olfactory sense is to perceive smells." Again, if you are on a panel find out what your territory is and stay in it. Poaching is bad manners and makes poor programs.

4. Stick to Your Assigned Time. The Boy Scouts used to tell their leaders "Quit while the boys still want more." Among clergymen the saying goes "No souls are saved after the first twenty minutes." Frequently the worst prepared speakers are the worst offenders against time limits. Not knowing where they're heading they don't know when they get there.

I've been caught on a number of occasions as the last speaker on a program that was running much overtime. It's a bad feeling to have a squirming audience, and now I say two sentences and quit.

5. Have a Point. The old texts used to call it "proposition." Even if you never express it to them in so many words figure out for yourself what you want your audience to say or do as a result of your speech. Do you want them to say "I understand," or "This touches me as it didn't before," or "I believe he is right," or "I am going to do this." Too frequently the speaker himself doesn't know what precise reaction he wants from the audience. If he doesn't know, how can he hope to have them know.

When the reaction of the audience is "It was well delivered but what is it all about?" or "What's he driving at?" or "What should we do about it?" the speech probably has contributed merely to confusion and frustration.

6. Get Organization. A good speech consists of a main point backed up with such developmental material as will make a particular audience do what the speaker desires them to do. There should be nothing mysterious about organization. Speech organization is the pattern of the speech job. It is also the pattern of the speaker's thinking. It is not easy to organize. Remember what the Greek dramatist said, "My play is finished except for the words."

If you find difficulty in organizing, maybe you are attempting to produce a finished outline before your thinking is ready. I find it useful to work toward an outline by writing down whatever comes to mind, sorting the stuff and using paste to get it together, and shears and paste to reshuffle it.

7. Use Partitions, Summaries, Transitions. A partition is a presummary. Bless the occasional speaker who says, "My subject falls into three main headings." A summary is a post-partition. "I have shown that there are three reasons to believe that the Aztecs used sociograms to select candidates for sacrifice." A transition is a "binding" expression: "In the next place," "Turning now to our second point," "Having discussed the influence of individual emotional reactions on the reliability of group intelligence tests, we will now consider the influence of reactions basically social."

*Assistant Superintendent of Schools, Milwaukee, Wis.

Of course this sort of thing sounds very wooden, very mechanical to the speaker. But I heard one of America's greatest teachers and foremost lecturers answer the question, "How do you manage to speak so clearly on a subject?" by saying, "First, I tell people what I am going to say; then I say it and call attention to what I am saying as I say it; and then I tell them what I did say."

8. Avoid Trite Expressions. Not only the worn-out phrases that are generally current but particularly that technical garble of professional vocabulary known tritely as "pedagogy." The satires current on educators' vocabularies—a great teacher calls it our "verbal millinery" because we change it about as often and as unreasonably as women change their hat styles—have plenty of basis in educational talking. Once it is "units," then "experience curriculum," then "projects," then "frame of reference," then something else. I began to keep tally of the current clichés at a recent convention but both my pencil and my patience gave way. There is a valid use for an accurate professional vocabulary. There is also a stupid desire to conform in language even at the cost of occasional sense.

9. Use Examples. Better, use exhibits, charts, diagrams, maps, models, pictures, audio-visual materials of all kinds. We preach the use of aids of this type, in season and out; yet the average convention speaker sticks to words alone.

In the absence of objects use verbal examples. A story is an example that moves through a plot. Can't you remember an instance of where a speaker droned along through sterile generalities and suddenly said, "Now let me illustrate with the story of Johnny Smith."

What happened then?—The random noises stopped. The squirmers sat up straight, and the audience began to listen.

10. Clean Up Your Grammar. This is painful to say, but recently a young educator of more than local reputation used in the course of one speech the expression "between you and I" three times. Even a Ph.D. in education is no guarantee of original grammatical virtue nor a defense against backsliding.

11. Wake Yourself Up. I have known speakers to give themselves pep talks, kick themselves in the shins, chin themselves behind the scenes, pinch themselves before they talked, breathe deeply and rhythmically as they were being introduced, sleep before the program began and then take a cold shower—all in the interest of being, and appearing to be, awake before an audience. Half dead, half asleep, half interested speakers make speeches that are half dead, half awake, half interesting.

A quarter of a century ago, as an antidote against the real and acknowledged excesses of elocution and spellbinding oratory somebody correctly began to emphasize the conversational basis of public speaking.

The conversational mode then became a cult and some of its excesses were worse than the worst of spellbinding. Speakers cultivated inadequate voices, a lackadaisical manner. They stumbled and they mumbled in the belief that they were being conversational. Conventions still have too many performers of this school. Public speaking is conversation—with notable differences for its being public speaking. I give one: One man cannot reasonably talk formally to a thousand with the same disregard of time that he has when he talks informally to one.

I take my stand on the thought that anything that is worth

saying in public—or private—is worth saying with enthusiasm, and that speech should match in dignity, economy, vigor, and finish the dignity of the occasion. Even in man-to-man conversation slovenly mumbling is a nuisance.

12. Talk to Your Audience. Not *at* them or *in front* of them. A great deal of your success will depend on your ability to *project*, to be direct, to make a speech rather than a soliloquy.

Part of your directness will come from the fact that you have thought about your audience and are phrasing your message in terms of their language, needs, wants, experience.

Another part will come because you make a conscious effort to refer directly to the audience. You say "ladies and gentlemen" with fair frequency. You say, "you" and "we" rather than the less personal "it" or "they" whenever the sense permits.

Another great part will be secured when you get and keep a roving-eye contact with your audience.

13. Make Gestures. Whoever started the business about "human beings are not windmills" and therefore should not saw the air, should be forced to listen to one day of gestureless convention talking. I can think of few worse punishments.

If gestures—and let's use the term a little broadly here to include all nonvocal bodily movements in speech—had no other function than frosting, then, perhaps, some case might be made out against their use. But those who condemn gestures forget that bodily activity in speech not only is a major device for transmitting meanings and especially emotional meanings, but operates recessively on the speaker as well. A friend of mine who was on a radio series sounded pretty dead. He came to me with the usual question: "What shall I do with my voice?" "Make some gestures," I said. "But they can't see them" was the natural answer. After his next broadcast someone said to me, "George was much better. You could hear his hands."

If these uses are not enough, add the function of bodily movement in stimulating and restimulating the visual attention of the audience, and talk with *everything, all over*.

14. Don't Read Your Speech. Some years ago I arrived late at a session of the convention of the National Association of Teachers of Speech. A speaker with head stuck into a manuscript was standing not quite square to the audience. He was reading miserably, with practically no projection. Suddenly he looked up and said "I can't read my own writing, but I wrote this on the train." I asked my neighbor who the speaker was.

Yes, I had heard of the learned professor. In fact I knew his books, chief among which was a text on the techniques of extemporaneous speaking.

Now there are reasons for occasionally reading a speech in part or in whole. There is material, such as statistics, which may have to be quoted accurately and which it would be foolish to memorize. There is the statement of great moment in which every word must be weighed—but fortunately most of us are not of such critical importance. It is easier to adjust the read or memorized speech to rigidly prescribed time limits.

There is also a fine art of reading a speech. Face the audience foursquare. Get your papers on a stand in order to free your hands. For nine tenths of the time look at your audience; for one tenth read ahead. Whatever you do, don't mumble into a manuscript.





The children's participation in the Indian dances helps make the lectures a doubly happy experience.

Indian Chants and Dances Popular in the Albuquerque Public Schools

*Gladys Black**

The mere mention of New Mexico stirs imaginings or recollections of rugged, sun-swept landscape, the leisurely philosophy of "manana"—and, of course, the dramatic and colorful Southwest Indian!

If you have toured the state, or received the usual typical post card from a luckier friend or relative, you will in all probability associate the Indian with Albuquerque. It is here, in Albuquerque, that the United Pueblos Agency has its headquarters. Here, that the welfare of the Indians who populate the 19 different pueblos and the reservations of the Apaches and the Navajos

in New Mexico is considered and determined.

Albuquerque, geographically, reaches broadly across the mesas at the foot of the Sandia Mountains and follows the lazy curves of the Rio Grande for miles to the north and south. Albuquerque, culturally (and more importantly) encompasses and utilizes a blending of the Indian, Spanish, and Anglo civilizations not possible in such manner to any other section of the country. The influences of these civilizations are to be found in our architecture, our holidays, our dress, our home furnishings, our art and literature, and — our food!

Here, then, we have a veritable treasure of history, folklore, art, and culture in gen-

eral. The gold that Coronado did not find!

Part of this treasure has been put to use by ingenious educators while we followed the prescribed order of "reading, writing, and arithmetic." For years the Albuquerque schools have employed Indian design and materials in the arts and crafts classes. The identifying dress of the various tribes has been dramatized in doll collections. Before the war, selected student groups visited the Indian villages famed for pottery making to watch in its entirety this fascinating process. Ceremonial dances were observed.

However, in the autumn of 1947 an entirely new phase of Indian tribal life was introduced into the Albuquerque public

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schools. A fourth-grade teacher, at the time developing the "Indian Unit" for her class, requested assistance in teaching an Indian dance to her group.

Suddenly, the possibilities of a heretofore untouched aspect of the Indian culture in our midst flared into real inspiration. Why not secure the services of a competent, talented Indian to present the Indian dances and chants as the Indian himself would like to have them known?

A commendable idea! — but where to find the "right person" for such a project? The qualifications were not exactly easy: dependability; a personality that would command the interest of the school-age child; a comprehensive knowledge of Indian lore — the music, dancing, rituals, tribal characteristics; and understanding of what information would appeal and prove valuable to the school child.

The search for such a person went on, unrewarded, through the fall months. However, early in the new year the word of the "hunt" got around, and we were told that just such a person as we wanted was living in Albuquerque — one Manuel Archuleta!

No time was lost in locating Manuel Archuleta and discovering the many interesting things about him. First of all, Manuel is "beating the drum" not a *war drum*, mind you, but beating the drum for a cause that is as personal and real to him as the preservation of life and the hunting ground was to his Indian forebears.

Makes Recordings

Manuel has a passion for preserving the old chants and the music of the American Indian in their "pure" forms. (He is mildly derisive of Hollywood interpretations!) Manuel is doing something about it. He has been making recordings of various tribal chants and ceremonial music within the pueblos and hogans of the In-

dians of New Mexico. This undertaking was started before World War II, but was, of necessity, interrupted for the duration. Now, Manuel is actively at work with his recordings again.

Officially, Manuel Archuleta is employed by the Indian Agency in Albuquerque. As a public relations gesture, and because of his belief in Manuel's project, Eric Hagberg, agency superintendent, released Manuel to the Albuquerque schools for one day a week on "annual leave" basis.

"What, especially, would the children like to know?" Manuel asked before he set out to meet every fourth-grade class in the Albuquerque school system.

"Tell them about the participation of the Indian children in the dances and chants of the village — about the part taken by the men of the tribe — the women — explain the difference between social and ceremonial dancing — tell them about the musical instruments of the Indian — what methods and techniques, if any, of teaching the chants and dances are used by Indians."

Manuel ordinarily begins the instruction period by asking the group, "Who has seen an Indian dance?" and, "Where did you see it?" The children who can answer these questions are delighted to describe any such experience. In this manner an atmosphere of real interest is developed.

Preserving the Chants

Manuel then tells the children that he is a San Juan Pueblo Indian who is interested in preserving the chants and music of the Indian people. He tells them that the Indians have not written their music down on paper for others to learn.

He tells them that Indian music has been passed down from memory only, generation to generation; that when an old Indian dies he is apt to take many of the

songs of the tribe with him. He tells them that some of the old, tribe patriarchs can sing between five hundred and one thousand chants from memory — can sing for hours without repeating a chant!

He tells them that the ceremonial chants of the Indians usually tell a story, and he cites the Laguna Corn Grinding Song as an example. He tells them that other dance chants may be made up of meaningless syllables similar to our "Zippety-doo-dah," or repetitious expressions of strong feelings as our "Hallelujah, Hallelujah!"

He tells them that Indians enjoy "folk dances" very much like our beloved Virginia Reel; and that a version of the jitterbug is known to the young adults of the Indian villages!

The children volunteer readily to participate in the Navajo Squaw Dance. They trail each other happily in the Taos Round Dance. Manuel carefully demonstrates the steps, reminding the children to relax, and to yield completely to the rhythms of the drum and the chant.

At Manuel's request, the children have made their own "rattles" from small milk cans, or brought gourds from home. They have collected feathers. Indian jewelry, headbands. The boys put fringes down the seams of their levis to participate in school festivals throughout the school system in the spring of 1948.

One can readily conceive of the broad educational experience offered by such participation in the chants and dances of our first American citizens. A feeling of "oneness" with this splendid race of people who represent one of America's most interesting and valuable minorities is only a logical result. This "find," on our own doorstep, encourages us to look further into the possibilities of dramatizing the rich gifts of our great democracy — *more Americana in the classroom!*

Making the Discussion Group an Effective Democratic Instrument

Spencer W. Myers

(Conclusion)

In the first half of this paper, attention was given to the general gains which may be achieved through the democratic use of discussion-group techniques, the elements common to the six types of discussion groups. A detailed description of the group types already identified follows. This identification of types was also presented in chart form at the end of the first part of the article.

I. The Growth-Maturity Discussion Group

This discussion group is designed to develop understanding and to promote more maturity in the members of the group. Most frequently it revolves around a suggested policy or program. This type of discussion also may be organized to develop a more

intimate understanding of programs or policies that have already been adopted.

The maximum effective number of participants in this type of discussion group is 40, and the ideal number ranges from 20 to 25. The role the leader plays is to outline at the outset the policy or program to be discussed. Within the limits of the policy or program the group may explore any facet of the problem that interests it. The participants themselves largely determine the direction that the group will take. The necessary resource people might include a consultant with expert knowledge of the policy or program (who might or might not be the discussion leader), and a process observer whose function it is to make an analysis for the group of its growth in understanding and maturity. In some cases it would be wise to insist that the members have some familiarity with an adequate bibliography in the area discussed.

This discussion group will have achieved its purpose if, at the end of one or more sessions, a better understanding of a proposed policy or program has been arrived at, or acceptance of a policy or program already established has been achieved.

Example: A School Nondiscrimination Policy. Recently, when a school board changed from a segregation to a nonsegregation policy of school attendance, it was necessary to interpret to many community groups the effect such a policy would have upon the school districts of the city. An interpretation was made to over 400 community groups. The Growth-Maturity Discussion Group was used with great success. Through this interpretation the schools gained the support of many of the groups.

II. The Experience-Exchange Discussion Group

The Experience-Exchange Discussion Group is used when people in positions of similar responsibility find it valuable to exchange methods and techniques. Too frequently this type of discussion group is given no place on a convention program. The result is that the actual benefits of some conventions are apt to be derived from casual meetings in hotel rooms, lobbies, and bars. If Experience-Exchange groups are carefully selected so that people of like experience and responsibility meet, the results can be extremely valuable.

Probably the maximum number here should be 30, with the ideal number 12 to 20. Again the leader plays a relatively passive role. He does assist in defining problems and in establishing the sequence of the selected problems. Nevertheless, the major responsibility rests upon the participants. In this type of discussion group the process observer can perform a helpful function. Often a recorder or secretary can summarize the discussion and make possible the subsequent distribution of proceedings and outlines to group members.

This group will be successful if, at the end of the meetings, the participants have at their command one or more methods that have proved successful for other persons.

Example: An Adult Education Conference. In the fall of 1947, an adult education conference was held in the middle west. Despite the fact that one of the meetings was organized for a different purpose, it became an Experience-Exchange Discussion Group. The values derived were those of learning how state adult education programs are carried on in various states. Once started, the procedure was continued through meals and evening sessions.

III. The Springboard Discussion Group

The Springboard Discussion Group, and group types IV, V, and VI, occur most commonly within a particular organization. Any of these groups, however, may operate successfully without a specific institutional identification. The Springboard Discussion Group is often used by a staff of executives, supervisors, and faculty members who meet periodically to keep one another informed of their activities. In addition, this is a common and expeditious way to identify crucial problems. The provision of a regular means of problem identification is essential to the operation and co-ordination of any staff.

In terms of the organizational structure of most schools, 40 is the maximum number that can be included in this type of group, with the ideal varying from 15 to 20. The discussion leader is usually a status person holding some position such as superintendent, principal, supervisor, or department head. He must be certain to call for progress reports. He provides an opportunity for the statement of problems affecting a major portion of the group. The participants are responsible for progress reports and introducing pertinent problems. The recorder or secretary is the most commonly used resource person. Usually no advance group preparation is necessary.

A well-informed staff and the identification of a series of problems that may be discussed by Problem-Exploration or Problem-Decision-Action Groups should be expected from this activity.

Example: The Monthly Supervisors' Staff Meeting. In one school system, grade-level and special-subject-matter supervisors meet monthly. The group feels it has attained its highest productivity over the period of time that the Springboard Discussion Group has been used. The results have been obtained through the exchange of information and the identification of crucial problems.

IV. The Problem-Exploration Discussion Group

The purpose of this group is to arrive at a tentative solution to a problem. The solution can be no more than tentative because, by definition, the group does not have decision making authority. However, the group or its individual members must have recommending status. While the persons making up the group must have closely knit mutual interests, and information and experience valuable to other members, they may operate with or without specific institutional identification.

The maximum number of individuals that should be scheduled for this group is 20, but three to nine people usually operate with maximum efficiency. The discussion leader must see that the problem is clearly defined and that the members explore all possible solutions. The group may act as a committee-of-the-whole or it may appoint a subcommittee to develop a "straw man" solution. The "straw man" solution is probably the most effective single device that can be used in the solution of a problem. It consists of structuring a proposal for the solution of the problem which the larger group may discuss. Here the person or committee must be very careful not to feel defensive about such a proposal. The object is to make the discussion pointed and purposive. It has been found that when one or more such "straw-man" solutions are presented, a group arrives at a pertinent conclusion in the shortest possible time. Usually a recorder or secretary is needed and a process observer may be used. An expert consultant may provide assistance. The group must be intimately familiar with the problem, either through broad experience or familiarity with a bibliography. For instance, if a wage or salary problem is involved, all of the group must be familiar with wage practices that may contribute to a satisfactory solution.

If this group arrives at a problem solution that can be recommended to the proper decision making person or group, it has accomplished its purpose.

Example: Initiating Driver Training. Recently, a board of school trustees considered adding automobile-driver training to the high school curriculum. It asked for help. A committee of teachers, principals, and supervisors was set up, using the Problem-Exploration Discussion Group. The committee developed a "straw man" solution that has proved most helpful to the decision making body.

V. The Problem-Decision-Action Discussion Group

This group is brought into being only when a decision must be made. Therefore, the group should include only such members of a staff or faculty as can contribute to a final decision on which action will be taken. A group which meets for this purpose and disbands without resolving the issue is in reality making a decision which may have as much effect upon procedure and practice as a positive determination.

Not more than 20 persons should act in such a group, and again the ideal number is smaller, varying from three to nine. The role of the discussion leader in this type is much more directive than in those previously described in that:

- a) He must insure that an accurate statement and definition of the problem is made.
- b) He must see that, while the group explores all pertinent facts, the discussion does not stray to extraneous matters.
- c) He must summarize group progress periodically so that group members can see that they are advancing to a decision.
- d) When all pertinent facets of the problem have been explored, he must hold the group at the point of decision until the decision is made.

In addition, the assistance of the leader in determining the timing of action is of great importance. Members must be willing to accept responsibility for the decision made, as well as for participating in timing the necessary action. A recorder or secretary is the resource person essential to the functioning of this group, but detailed knowledge of organization policy must be a part of the equipment of each group member.

If the group makes a decision on the basis of which action is taken, it has accomplished its purpose.

Example: Increasing the Amount of Clerical Assistance. In a midwestern school, the need for additional clerical assistance was felt. A discussion group was arranged, involving the assistant superintendent responsible for applying the clerical formula, and representatives of the secretarial staff, the



The Wadsworth, Ohio, City Board of Education in Session. Left to right: Mary Ellen Anderson, clerk; J. S. Overholt, member; S. E. Welty, vice-president; T. H. Ewing, president; J. P. Westbrook, member; W. L. Smith, member; M. H. Burkholder, superintendent of schools.

principals' association, and the supervisors' group. Using the Problem-Decision-Action discussion method, a decision satisfactory to all was arrived at in less than an hour. The persons involved felt that a reasonable solution had been reached.

VI. Directed-Learning Discussion Group

The Directed-Learning Discussion Group is designed to help participants in obtaining knowledge of a technique or information area that will result in more efficient students, teachers, or administrators. Only such persons as can make use of the information or technique should be included in the group.

The group should number not more than 20; the ideal is 10 to 12. In this group the discussion leader provides the greatest amount of direction inasmuch as the information to be furnished is predetermined. If, for instance, the information area to be covered is secretarial job evaluation, the group cannot determine out of its "pooled ignorance" a set of job evaluation principles. The reason for using the discussion group is to bring the experience of the group to bear upon the principles or techniques discussed. The purpose is to make the principles meaningful to the group and not to arrive at any new conclusions. Many times the session or sessions will be led by the discussion leader from a prepared manual. An expert consultant may or may not be needed. For short meetings, say one or two sessions, the expert consultant may be substituted for the manual presentation.

If the group completes the sessions with information or techniques that are used in the daily life or work of the individuals involved, the purpose of the group has been achieved.

Example: Establishing a Salary Schedule Through Secretarial Job Evaluation. In one school system, secretarial salaries were found to be out of line because of the bargaining practices used over a period of time. Training sessions in the principles of job evaluation were set up, using a Directed-Learning Discussion Group. Using this training, the group developed and is maintaining a position classification system and a salary schedule that are satisfactory to all concerned.

The use of role playing or psychodrama⁹ can be confined in most cases to the Growth-Maturity and the Directed-Learning types of discussion group activity. Occasional uses will be found for the technique in the Experience-Exchange group. Because the Springboard, the Problem-Exploration, and the Problem-Decision-Action groups are usually staff activities with a time deadline

objective, the vicarious experience inherent in role playing is of infrequent value.

Even where careful preplanning has been done, the leader should discuss at the first meeting the tentative decision made in determining the type of group. All persons should agree upon the purpose of the group and on that basis determine the type of discussion group that will be used. When this has been decided, a review of the functions expected of the participants and of the leader will make it possible for the group to begin efficient operation in a minimum length of time. Much of the "jockeying" noticed when discussion groups begin to work will be eliminated.

The evaluation of group progress and accomplishment, usually made by the process observer, can be made pointed and succinct when the participants determine the type of group involved. Since the structure of each type of discussion group is outlined, such an observer can make detailed and pertinent comments concerning group progress because such progress is related to an expected outcome. In most cases, such an evaluation is of great value to discussion groups. Over a period of time, any member should be able to act as the process observer.

Implications for the Classroom

While these discussion group types have been presented primarily as ways of making school administration more effective, there is no reason why they cannot be adapted to classroom use. Even in the formal classroom, the Growth-Maturity Discussion Group can be used; particularly in the English and social studies fields. The exact sciences will probably profit most through the use of the Directed-Learning type. The Experience-Exchange, the Springboard, the Problem-Exploration, and the Problem-Decision-Action types are well suited to meet the problems of student organizations. Where the teacher-guidance, home-room, core curriculum, committee, project, or work-experience techniques are used, the teacher will find extensive use for all of the discussion groups that have been presented.

Perhaps it is through the use of such techniques that we may begin to give students actual practice in democracy instead of confining ourselves to talk about democratic principles. If we are to provide students with experience in democracy "by doing," we must eventually arrive at some such methods as has been outlined here.

⁹Bradford, Leland P., "The Use of Psychodrama for Group Consultants," *Sociatry* (June, 1947), pp. 192-197.

The Advantages of Organizing Discussion Groups by Identifying Types

Over a period of time, identifying discussion groups by type has shown clearly that several advantages are inherent in such a classification. All of the advantages are derived from outlining the structures and establishing the limitations within which groups may work efficiently. The more obvious of these are as follows:

1. *Requires Preplanning.* Classification makes it possible for a preplanning person or group to identify, in advance, the type of discussion group that should be used. This should not be done in isolation but through adequate exploration of the needs of possible participants as an essential part of the preplanning function. If this is done, discussion groups are organized only when a need is felt. It results in a discussion group organized in the manner best designed to meet the need. This avoids the frustration that commonly accompanies lack of purpose or the feeling that the discussion is failing to accomplish anything constructive. It also avoids the fairly common practice of conducting a "problem census" at the first meeting of a group. A census at this point is usually too late to be of use, since it is possible that the "problem" approach is not applicable and that some other type of discussion group is necessary to meet the needs of members. Not all discussion groups are problem groups.

2. *Aids Arrangement of Physical Facilities.* Discussion group identification makes it possible to predict and to arrange, in advance, the best possible physical facilities for the group.

3. *Assists in the Selection of Participants.* Typing discussion groups makes it possible to select participants from those who can contribute experience or knowledge and/or who have policy, decision, or recommending status.

4. *Provides the Time for Materials Development.* Classification makes possible the early development of materials necessary to the functioning of the group.

5. *Makes Possible the Prior Assignment of Materials.* Group identification by type makes possible the prior assignment of necessary bibliographical materials with which participants must be familiar.

6. *Facilitates the Selection of Resource Persons.* Identifying discussion groups by type makes it possible to determine whether or not a process observer, a recorder, or an expert consultant is necessary and to select such resource persons for the specific functions that they should perform.

7. *Limits the Discussion Group Field.* Classification makes it possible to eliminate such information techniques as the lecture with question period, the forum, the panel, the symposium, and the debate from the discussion group category, thus preserving the values of both for their proper uses. It should be noted, however, that with the discussion group types outlined and the information techniques just mentioned, all of the tools are at hand

for the structuring of any workshop, seminar, conference, committee, institute, work-conference, or other similarly named activity. The planners need only to place these devices in proper relationship to one another.

8. *Specifies the End to Be Gained.* Identifying discussion group types makes it possible for groups to work on projects within their powers of accomplishment. When purposes and expected outcomes are carefully defined, groups can see their progress toward a satisfactory result.

9. *Clarifies the Evaluation Process.* Identification of discussion groups makes possible the evaluation of group accomplishment in terms of stated purpose and expected outcomes. The process observer can be pointed in his remarks when the structure and purpose of the discussion group is recognized.

10. *Makes Possible the Termination of Groups.* Classifying discussion groups according to purpose and expected outcome makes it possible to terminate groups when they have accomplished their objectives.

11. *Makes Groups More Efficient.* Type identification makes it possible for groups to operate within necessary time limits or to essential deadlines. This is a particularly pertinent advantage today. If we must abandon democratic practices whenever a period of stress occurs, we must admit that the authoritarian approach is the only practical one. Democracy then becomes an intellectual parlor game to be played in our spare time and for recreational purposes. *There is nothing inherently inefficient in democracy.* The techniques for making democracy efficient have never been adequately developed. Perhaps it is in the development of such techniques as these that the eventual ability of democracy to compete successfully with totalitarian ideologies may be found.

In Conclusion

It is not the intent, in identifying the types of discussion groups, to give a detailed outline of such items as (a) the methods of selecting personnel, (b) the techniques used by the discussion leader, or (c) the complete activities of the participants. Treatment of such materials, adequate for the training of discussion group leadership and group participation, cannot be accomplished short of book length. Nevertheless, a brief outline of the essential types of discussion group activity with an accompanying outline of some of their characteristics should have meaning for persons with some experience in the field.

Moreover, this structure of discussion group types, based on experience in hundreds of groups, may assist the many people who believe in practicing democracy and who are attempting to make it operative in their daily work. Classifying discussion groups into types and operating within the structures outlined makes it possible for groups to become efficient in their operation and to arrive at workable solutions of their problems in a minimum length of time.

CRAWFORDSVILLE'S NEW TEACHERS TOUR CITY

An innovation was introduced when all new teachers were taken on a tour of Crawfordsville, Indiana. Homer E. Biddle and J. C. LaFollette served as guide announcers. The project was planned by Superintendent Gerald Alexander (extreme right) and the tour was made at the close of the opening day.



Better War Memorials in Schools

Mark Price*

Shortly after the termination of World War II, a neighborhood parent-teacher organization applied to the New York City Board of Education for permission to install a plaque in the school building as a memorial to former pupils who served with the American forces.

The organization had raised something like one hundred and fifty dollars for the project. A good portion of the fund had already been paid to the artist. The plaque, however, left very much to be desired. It was crudely designed, and the inscription lacked patriotic appeal and inspirational stimulus. There was little likelihood, in the opinion of school officials, that the plaque would be acceptable to the Municipal Art Commission, which is required to pass upon works of art intended for installation in New York City's public buildings.

Difficult as the situation proved to be, the members of the board of education were further distressed by the realization that many individuals and groups inexperienced in matters of this kind were actively planning to memorialize the deeds and services of American servicemen and women, with the public schools as the focal point.

Surely, the members inquired, there must be some way to protect the donors through thoughtful planning which would make the memorials enduring and complimentary to the highest purposes and ideals of the

schools? Couldn't we set up an independent group that could assist these people in getting a worth-while memorial that would be in keeping with their available funds?

They could—and they did. And so there came into being the Advisory Committee on War Memorials in Public Schools, consisting of a group of men and women chosen from the fields of art and education who would “give advice to prospective donors in the early stages of commemorative planning and make recom-



Designed by Adolph Block.

mendations to the board of education on the final product of the planning.”

A Blue-Ribbon Committee

Organized in October, 1946, the committee is performing a valuable service for the board of education as well as the donors of war memorials. In composition and objectivity, the committee could well serve as a model for other cities in giving inspiration and support to the planning of memorials which will have the essential spiritual and aesthetic qualities as well as the assurance of lasting and appropriate materials.

Spearheads of the committee are two of New York City's outstanding art authorities. Francis Henry Taylor, director of the Metropolitan Museum of Art, is the chairman. John J. Cunningham, educational director of the National Sculpture



Designed by Joseph Walter.

Society, is the executive vice-chairman.

These men are generously assisted by Eric Kebbon, architect of the board of education; Elias Lieberman, associate superintendent of schools and poet laureate of the board of education; Donald DeLue, nationally known sculptor, whose monumental works are to be seen in many parts of the country, and Mrs. Laurent Oppenheim, indefatigable civic worker who is also vice-president of the School Art League of New York. Serving in an ex-officio capacity are George F. Pigott, Jr., associate superintendent of schools and director of the Division of Housing in the board of education, and Commissioner Anthony Campagna, chairman of the board's committee on buildings and sites.

Since its inception, the advisory committee has examined into the relative merits of scores of war memorial projects for public schools. Most of them have been approved—and subsequently “cleared” by the Art Commission—while the remainder have been returned to their designers with constructive suggestions aiming toward the goal of more completely satisfying memorials.

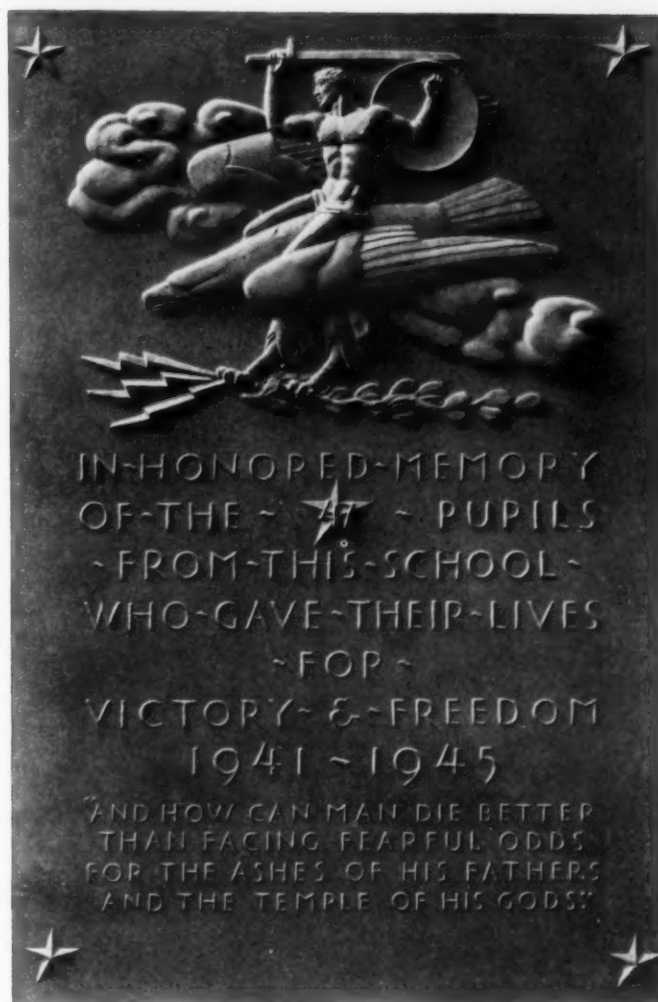
The basic philosophy of the group is that a memorial “should symbolize an ideal or ideals—it must not only remind us of a glorious past but turn our vision to the unformed future in which our young people will be expected to play a part.”



Designed by Adolph Block.



Designed by Paul Fjelde.



Designed by Wheeler Williams

Acceptable Types of Memorials

To this end, one of the first steps in the committee's activities was to offer full opportunity for teachers, supervisors, and others to make helpful suggestions regarding the types of memorials to be installed. Through meetings and discussions, the committee sought to arrive at the best thinking on what constitutes a suitable war memorial for public schools and the spirit in which such a gift should be accepted and used for educational purposes.

As a start, it was agreed that every school, regardless of the funds available for purposes of a war memorial, should have a list of graduates or personnel who served honorably in the war, with a special note of those who lost their lives. "Depending on the numbers concerned, the list may be in the form of a bronze plaque, an illuminated book or a scroll of framed parchment," the committee recommended.

Further, as a guide to donors possessing varying sums, the committee selected 22 projects as being appropriate for school war memorials, as follows:

1. A scholarship in memory of school and community servicemen. The object of this would be through semiannual or an-

nual awards to keep alive the ideals of our country.

2. A memorial garden or memorial trees.

3. A Student Aid Fund administered in honor of those who served our country.

4. A War Memorial Alcove in the school library.

5. A classroom, science or art room, other special room, or auditorium designated and named as a memorial.

6. A memorial window or windows.

7. A large, beautifully bound book.

8. A set of city, state, and national flags for assembly exercises.

9. Books for the school library to serve as a poetry corner or a special social studies section, for example.

10. Appropriate murals for either the auditorium or library.

11. Reproductions of art masterpieces.

12. Original paintings.

13. Sponsored memorial concerts.

14. Certificates or medals as periodic awards in recognition of service to the school or the community.

15. Plaques in bronze and other materials.

16. Sculpture.

17. Flagpole bases artistically treated.

18. Memorial fountains.

19. Memorial seats in a garden or school lawn.

20. A triptych of appropriate design and theme for the library.

21. An ornamental lighting fixture selected for beauty and use.

22. A comprehensive project (where a community can afford it) involving intensive use of a school auditorium throughout the year for concerts, lectures, demonstrations, ballet dances, puppet shows, theatricals, etc., with special memorial exercises programmed from time to time.

Help Given Schools

Since the major function of the committee is to determine that each memorial, regardless of the cost involved, shall not be lacking either in artistry or memorial content, it has gone all out to insure that the best possible assistance is provided for donors of the memorials.

A few months after the committee was organized, and at the suggestion of Mr. DeLue, members of the National Sculpture Society were invited to design memorial plaques as part of a program to improve the standards of memorials for public schools. The program was based on simplicity and moderate cost, so that princi-

pals might advise their student organizations and parent-teacher groups before commitments were made that it was possible to procure tablets especially created for their schools.

More than a dozen plaques were designed, which were exhibited at the Architectural League of New York; the Board of Education Headquarters Building, in Brooklyn; Theodore Roosevelt High School, in the Bronx; Curtis High School, in Richmond; and Benjamin Franklin High School, in Manhattan. Organizations that were interested in war memorials came, saw, and invariably made a selection for their school.

The advisory committee has given freely of its time and experience in the planning and execution of war memorials in the public schools. It has no preference as to the form which any memorial may take,

but considers only the aesthetic and spiritual values involved.

"As long as school communities continue to show their appreciation for the heroism of those who went off to war," one Committee member said, "so long should there be men and women eager to help them in their decisions so that the results of their praiseworthy patriotic efforts may be a source of pride to themselves and inspiration to those who follow in their footsteps."

This spirit of helpfulness and co-operation recalls to mind a story that had its genesis during the planning of the Lincoln Memorial in Washington. When the National Commission on Fine Arts recommended the selection of the site to the Congress, Representative Joseph Cannon of Illinois is reported to have leaped to his feet and shouted: "I will not have my

Lincoln placed in that swamp tract!"

When the memorial was completed, the Representative stood before it with tears in his eyes and said to the chairman of the Commission: "You should have started to educate me in these matters when I was in kindergarten. It is more beautiful than I dreamed could be possible."

Through beautiful and lasting memorials such as are now being installed in New York City's public schools, every power of art is being utilized to lift the lives of young people and adults daily to the level of those who gave the last full measure of devotion in the service of their country. The members of the advisory committee have contributed a full measure to the pride and reverence which all Americans hold for the men and women who were the instruments of victory over the common enemy.

Using Our War Experiences —

Service Versus Civilian Education

*Miner T. Patton**

School board members have heard for some time, and may in the future hear a good deal more talk about the new methods of education used by the army and navy during World War II, and how these methods should be adopted by school systems to revolutionize their procedures. Ask some of those who have been so "educated" for their opinions, however, and the revolution may not seem so near.

The army and navy did teach quickly and with successful results. They did this in part by attempting to reach the student through as many senses as possible, and in as many ways as possible. A student of radio, for instance, would in one day hear a lecture, study a text, write a report, listen to recordings, see and listen to a moving picture, handle and repair a radio set, and trace wiring diagrams. No avenue of learning was left untouched.

The army and navy used the latest in equipment. They developed equipment to meet their needs, equipment of varied and weird design. They made the learning situation realistic, so that students of damage control learned to repair shell hits under fire through experiences in compartments ashore, where they worked in darkness, with smoke and water pouring in upon them as they merely practiced.

But better schools already use sound pictures and recordings. Students hear lectures, study texts, write reports, perform laboratory work, take trips, and visit the scenes of their studies. The good teacher

tries to make her work and the student's work realistic. A classroom store helps teach arithmetic, an automobile in need of repair is brought in to the mechanics shop for the students' training.

Other forces were at work in the army and navy learning situation, however, forces that cannot or should not be adopted by civilian schools. Among these can be listed the forces of *free expenditure, concentrated effort, narrow fields of learning, and forced motivation.*

Cost Not a Consideration

Free expenditure refers to the ability of the army or navy to direct whatever sums of money were necessary to the preparation and production of any and all aids to education that seemed desirable. Motion picture films to the number of thousands, making extensive use of such expensive developments as the cartoon technique, for instance, were printed by the army and navy to teach selected scientific subjects. The ordinary high school cannot afford to produce such films. Motion picture companies have not seen fit to produce them to any extent independently, mostly because of the lack of profit in such undertakings. Civilian schools cannot expect to duplicate the service achievements along this line for some time to come. This is an area, as a matter of fact, where state departments of education and the Federal Government could aid considerably in developing and making available to all schools well-constructed films to be placed in centrally located film libraries. But the

army and navy were not deterred by cost in meeting their film needs. What they wanted, they were in most instances able to secure.

Other educational aids costing fabulous sums were put to use. In antisubmarine warfare training, a single unit of equipment used to train eight to ten personnel at one time, might cost fifty to eighty thousand dollars, and a single training center for this type of activity, might contain five or six of these units. Such money is not available to civilian school systems. It might be added that such money is seldom available to the army and navy in peacetime, either. Free expenditure is a factor to be counted out when the civilian school tries to duplicate the work of the services.

One Thing Only Studied

By *concentrated effort* is meant the ability of the army or navy to direct the energies of certain groups of its personnel solely toward certain selected objectives. For 17 weeks at one stretch, the author worked morning, afternoon, and frequently at night toward mastering an understanding of the operation and use of certain highly specialized equipment. At the end of that time a fair degree of competence had been established in a field which previously never had been more than barely examined by him. But the civilian school cannot expect to make use of such concentrated effort. We are interested in broader development, and with such concentration the progress of the student is

*Principal of the Woodlawn School, Portland 11, Ore.

frequently apt to be more harmed than helped. The strain in the service school was difficult for adults to stand, in some cases too difficult. No thinking individual would want to subject youth to the same pressures. Such concentrated effort is not desirable in the civilian school's program.

A factor which is related to concentrated effort is that of *narrow fields of learning*. Concentrated effort implies singleness of purpose. Concentrated effort, however, can be expended upon several different fields of learning in the pursuit of one particular objective. Mathematics, electricity, and the physics of sound all are to be studied in connection with antisubmarine warfare equipment. But only certain mathematical, electrical, and physical principles are necessary to be studied, and in the navy courses only those principles were studied. Fields of learning were narrowed to the point where background was frequently disregarded. Any attempt to gain such a background was impossible, for there was no time for deviation from the set course. What was needed to be known had been determined; that much was taught and no more. Again, the civilian school does not want to duplicate this procedure. The civilian school is, or should be as much interested in the background and in the full and rounded understanding of the subject by the student, as it is the psychologically and educationally sound distribution of effort by the student among the various fields of learning. Narrow fields of learning cannot be tolerated in civilian schools.

War as All-Pervasive Motivation

Forced motivation has several different aspects. It should be stated that the army and navy used motivation other than that which could be described as forced. Posters were used effectively. Pamphlets and periodicals did a great deal to stimulate interest. Information concerning the progress of the war and the part the work of the students might play in its future, and that former students had played in its past, helped to heighten the meaning of the work being done. But let it not be thought that motivation of less desirable types was not put to use. It was sometimes amusing to note the similarity, except possibly in name, of the corrective treatment meted out to service students, with that used sometimes with civilian students. Staying after school appeared as restriction to quarters. Verbal reprimands were frequent at the captain's mast. Cleaning the blackboards had an equivalent in the assignment of extra duty. The operation of the armed forces even out of school, as a matter of fact, had a good deal in common with the operation of the normal civilian school.

In addition to the usual forces of motivation, however, there was the ever present fact that the nation was at war. This fact was quite clearly a prime mover in



THE NEW GIRL SCOUTS UNIFORMS

The Girl Scouts of America have new uniforms, designed by a leading dress designer, declared to retain the best features of the traditional gray-green, and to include subtle tailoring changes — which a mere man of course cannot understand or appreciate, but which are vastly important for the usefulness and smartness of the uniform.

The new design, according to an official scout statement, includes a simple shirtwaist dress buttoned to the waist, short-sleeved for the seniors and long-sleeved for the leaders. The intermediate scouts have a long-sleeved uniform with buttons to the hem. All uniforms have an action back, lapel tabs buttoned down, and tapered skirt panels. The leaders wear a hat of classic design; the seniors an overseas cap; the intermediates, a beret.

the progress of all work. Practically anything could be demanded in its name, and rightly so. The civilian world at peace has nothing to duplicate such motivation. Beyond this normal motivation, if a country at war can be called normal, was other motivation which was frequently held over the heads of students of service schools, such as transfer to undesirable duty upon failure, or the loss of opportunity to gain promotion to desirable rates and assignments. Such motivation develops pressures which, although they produce results, do it at such cost to mind and health, that only in wartime and under wartime necessity can it be condoned. Much has been said about the nature of motivation in connection with its value, and in the estimate of the work of the service schools great consideration must be given to the type of motivation that moved the students

to attain the exceptional results achieved.

A summary of the above can be made quite simply. It is merely to state that in wartime, when educating for war, we are interested mainly in results, not costs, but that in peacetime, when educating for peace, we should be as much interested in how we obtain our results, and at what cost, financially and to our ideals and students, as we are in the results themselves.

ST. LOUIS SCHOOL EXPENSES RISE 28.8 PER CENT IN SEVEN-YEAR PERIOD

The school expenditures of the St. Louis public schools rose at a slower rate than the city in the period from 1940 through 1947. A survey prepared by Auditor Thor W. Bruce of the St. Louis board of education, shows school outlays had risen from \$11,205,520 in 1940 to \$14,431,457 in 1947, a rise of 28.8 per cent.

The city government during the same period, had increased its expenditures from \$21,812,540 to \$33,142,285, an increase of 51.9 per cent.

Massachusetts Provides —

New State Aid for School Construction

Fred E. Pitkin*

In June, 1948, the Massachusetts Legislature enacted Chapter 645, Acts of 1948, to provide financial assistance to towns and cities in the construction of school buildings. The financial assistance will consist of "construction grants," the first of which will be payable in November, 1949. They will in each case amount to from 20 to 50 per cent of the approved cost of construction, and will be payable in as many annual installments as the town or city takes years to pay for the construction. Thus, if the town constructs on a cash basis, the construction grants will be paid in five annual installments.

The formula for the determination of a construction grant is an equalizing one in that it provides more liberal grants to poor towns and cities than to the wealthy ones. The formula is as follows, except that no grant is to be less than 20 per cent of the approved cost of construction and none is to be over 50 per cent:

$$\frac{1}{4} \text{ Building cost} \times \frac{\text{Average equalized valuation per pupil for the state}}{\text{Average equalized valuation per pupil for the town}} = \text{Construction grant}$$

The equalized valuation of each town and city is determined by the state legislature. "Per pupil" means per pupil, net average membership. The latter includes all school children who *reside* in the town or city under consideration regardless of the towns in which they attend school.

The application of the construction-grant formula yields the following results:

Eq. val. per pupil (N.A.M.)	Per cent state aid for bldg. would be of the cost of construction	No. of towns and cities at each level
\$ 6,270 or less	50.0	79
7,000	44.5	39
8,000	38.9	30
9,000	34.6	40 = Median for state
10,000	31.2	26
11,000	28.3	22
12,000	26.0	20
13,000	24.0	18
14,000	22.3	4
15,000	20.8	11
15,575	20.0	62
		351

This statute creates an unpaid School Building Assistance Commission to administer the act. Three members of the Commission are appointed by the governor and two by the state board of education for staggered terms of five years. As their exec-

*Director of Research, Massachusetts Federation of Teachers, Boston 8, Mass.

utive officer the Commission will choose an administrator. The legislature appropriated \$25,000 for the administration of the act in 1948.

In Massachusetts most towns pay for the construction of school buildings by the issuing of serial notes or bonds which are payable over a period of 10, 15, or 20 years. Since these construction grants will be paid by the state in annual installments over the same terms of years, the financial impingement upon the state will be a gradual one.

A recent survey indicated the total urgent school-building needs of the state up to 1958 to be about \$142,000,000. If one quarter of the needs are met in approximately equal amounts in the next ten years, the construction would total about \$35,500,000. Since the median of the construction grants is about 35 per cent of the approved cost of construction, the grants for the ten-year period would total about

\$12,000,000. If the average term of years for the school serial notes or bonds is 15 years, the amount of the construction grants payable by the state to the towns and cities the first year, 1949, would be \$800,000, and \$1,600,000 in the second year, etc. The peak annual load for the state, to be reached in 15 years, would be about \$12,000,000.

During the 1930's when the Federal Government was subsidizing the erection of schools through the PWA and WPA up to 40 per cent of the cost, not nearly one quarter of the towns and cities took advantage of the opportunity. Therefore, it may be reasonable to estimate that not over one quarter of the urgently needed school buildings will be actually undertaken by the towns and cities under this new Chapter 645, Acts of 1948.

The act also empowers the School Building Assistance Commission to grant assistance to towns and cities for making school-building surveys for consolidated or regional schools. The construction grants for regional schools are from 5 to 10 per cent more of construction costs than for other schools since, when applying the formula to regional schools, the fraction one third is substituted for one fourth and the lower and upper limits are 25 and 55 per cent instead of 20 and 50 per cent.

This act seems to be superior to the school-construction-aid laws of the few other states that have enacted them.



Louis P. Hoyer

Superintendent of Schools, Philadelphia, Penna.

A graduate of Philadelphia Public Schools, including Central High School; graduate of the Philadelphia School of Pedagogy, a teacher training institution; appointed teacher in elementary schools September 1, 1907; taught in several elementary schools until September, 1915, on that date became principal of elementary school; served as principal in several elementary schools; May 1, 1920, became principal of J. S. Hart Continuation School; October 15, 1924, became principal of William T. Tilden Jr. High School; February 1, 1928, principal of Wagner Jr. High School; September 1, 1935, appointed District Superintendent; May 1, 1943 appointed Associate Superintendent in charge of buildings, equipment, and staff organization; September 1, 1948, elected Superintendent of Schools; Undergraduate and Master's degree from Temple University.—Bachrach Photo.

PROFESSIONALIZING THE SUPERINTENDENCY

The calling of city superintendents of schools has over a long period of time arrived at the status of a profession. Much remains yet to be done to assure that status. Entrance to the profession should be more carefully guarded and only those of superior training and qualifications of character, personality, and ability should become a member of the profession. This may be best done by the selective process of experience and advance training. A permanent school executive certificate should be provided in the several states for those adequately qualified.

The standard training of a professional executive should include at least six or eight years of experience and three years of appropriate graduate training or its equivalent ascertained by examinations set by a board of school executives.

There can be no complete professionalization of the school executives until they achieve security in their positions and the courageous leadership that security permits.—Harl R. Douglass, University of Colorado.

School Reform in Land Hesse

Vaughn R. De Long*

Walther is one of Germany's maladjusted ex-soldiers. He returned from his confinement as a prisoner of war in England expecting to begin his University study in medicine but he found that all the places in the University were filled and that his chances for being admitted to the University were very slight. There are now 11,923 students in the universities in Hesse compared to 4694 students before the war, but the quota system will admit only approximately 1755 each year, and there is the backlog of all those who were in the army for seven to ten years, besides 2200 who finish high school each year. Yes, Walther has planned on studying medicine ever since he was chosen to enter the Gymnasium (academic high school) at the age of ten. He is the son of a German general, and it has been an accepted fact from his birth that he would be one of the 10 per cent of German children to leave the common herd at the end of four years of schooling and enter the Gymnasium for intensified academic training.

It was such a prospect that led him to spend 28 per cent of his time for nine years on Latin and Greek, another 7 per cent on modern languages and another 23 per cent on German and mathematics. Only about 10 per cent of his study was concerned with subjects in the field of social studies and very little time was devoted to general education, and the entire training had as its principal purpose admission to the University. Then came military service and imprisonment. Now all that is over; he cannot enter the University. Yet the German system of long specialized education makes a change in his plans very difficult.

Helga's Cause of Unhappiness

Let us look next at Helga. She, too, is maladjusted but in an entirely different way. She is the daughter of a grocer and although she led her class in the Volksschule (eight-year elementary school), she did not enter the Gymnasium at ten years of age. Her father thought it was useless for her to take any academic training. True, he wanted the best for his daughter, but what point was there in any girl wasting her time studying so much Latin and Greek? So Helga continued in the elementary school for eight years and then served her apprenticeship in her father's store and passed her examination as a sales girl.

It is true that after her fourth school year she was not invited to the parties of those who would normally have been in her crowd. The separation between the 10 per cent, the elite, and the 90 per cent became ever deeper.

Her time in school was spent largely on German, arithmetic, and religion, only about 10 per cent of the time was spent on the

social-studies subjects, and even then very little attention was devoted to their social aspects. Geography was pretty much physical geography. History was largely that of Germany and highly colored with nationalism. And citizenship was confined to formal civics.

But Helga was intelligent and vivacious. She liked people and she liked to do things with



Typical school children in Land Hesse.

them. It was natural that she should become a leader of her fellow members in the BDM (Girls Hitler Youth Organization). She led a group in putting on plays for the wounded soldiers and for raising money for the Red Cross and similar war activities.

Now that she has developed these leadership traits she would like to take further study. But that is impossible. The choice made for her when she was ten years of age has shut the door to any study. She cannot become a teacher. She cannot enter any profession which requires further study.

Hans is a third illustration of maladjustment. He is the son of a subordinate city official, returned from his war duties to continue his plans. He expects too to be one of Germany's many civil servants. His course through the Mittelschule (middle school) has prepared him for this service. However, there are times when he wishes he could enter the

University. But that would be impossible without tutoring in various subjects. He attended school for ten years but after the first four his course too was almost entirely different from that of Walther. In order to enter the University he must not only have two more years of schooling but also make up many of the gymnasium subjects which he did not have from the fifth to the tenth grade.

Walther, Helga, and Hans are typical of their many school comrades who were trained in a school system that emphasized and deepened the differences instead of lessening them, a school system which even in its academic training was almost entirely vocational with little or no training in the basic elements of social living or of international understanding and co-operation.

From the time that these three children entered three different types of schools in the fifth school year, their ways became ever more divergent. Each course of study was different from the other. All probably attended schools where the boys and girls were in separate classes from the first grade. After the fourth grade, Walther and possibly Hans attended schools where only boys were students. Both of them paid tuition.

Divergent School Paths

How divergent may be the ways of German children who enter school together is shown by Chart I which is based on current school figures for Hesse. This chart shows how the final parting of the school paths takes place at the end of the fourth school year. It also shows that three fourths of all children entering high school had been eliminated from a school previous to the end of their course, assuming that yearly enrollments are relatively constant.

Only 11,247 students were selected for high school training, but less than 3000 pupils are finishing this course. The elimination in the Mittelschule is still worse. Only 586 are enrolled in the last year. This is less than one fifth of the 3300 enrolled in the first year of the course. Even in the Volksschule the enrollment in the eighth school year is only one half of that in the first year.

The chart does not include those students who would be classified as vocational students in the United States. But there are only 7763 such students in full-time schools in grades 10, 11, and 12. This is about 2500 for each year.

All apprentices attend school six hours a week but study only related vocational subjects and have no real school experiences.

This chart shows that the real purpose of German schools seems to have been selection and elimination rather than education. The comment of a representative lady high school teacher emphasizes the truth of this statement. The injustice and inequality of having 30

*Deputy Director, Education and Cultural Relations, O.M.G., Land Hesse, Wiesbaden, Germany.

pupils per teacher in the fifth grade of the Gymnasium and 60 pupils of the same age and grade in the Volksschule was called to the attention of a large group of Gymnasium teachers. This teacher replied, "That is no injustice, the bright pupils have earned these better school conditions."

Too Early Time of Decision

The time of decision for the German child is still at the end of his fourth school year. Admittance to the Gymnasium depends mostly upon family tradition, the result of a two-day examination, and upon the ability of the family to pay the child's tuition and do without his earnings until he has finished his education. Little regard is given to his interests or to his possession of the minimum scholastic ability necessary to successfully pursue this course. Recent studies, since the beginning of the American Occupation, show that the average level of ability of elementary school students is not much below that of this supposedly highly selected group. In many elementary schools almost half of the students achieve as well as a large proportion of the students in the Gymnasium.

But the supposition that this selection by the principals of the Gymnasium separated accurately the talented from the untalented, affected the course of study and the future occupations of all students. Those few in the academic school were trained to be the elite, the leaders. The others were destined to be the followers who did the everyday jobs and took their orders from their superior fellows.

When a boy finishes the Volksschule he visits the Labor Office and is assigned to an apprenticeship. He then attends a vocational school for six hours a week and learns how to do the work required by his assigned occupation through the apprentice system. Here again he has very little choice but finds himself destined to spend his life in working in the particular occupation which is assigned to him.

This system of specific training is well shown by the fact that it has been the general practice in Germany for elementary teachers to complete the elementary school, then to attend a special seminary for training elementary teachers. The academic high school teachers, on the other hand, finished an academic high school and were trained as high school teachers in the University. Thus it was the decided exception for an elementary teacher to become a high school teacher, for his training had been completely different from the fourth school year on. It also meant that the children in grades five to eight of the elementary school had teachers with vastly inferior training, while the "selected pupils" (the 5 to 10 per cent) in the same ages had University trained teachers.

Problems of Reconstruction

This discussion could be carried much farther and more examples could be given but this article is concerned with those positive steps which have been taken to begin the democratization of the school system. Some

of the positive questions which have confronted the American Occupation Authorities are:

What elements are necessary in building a school system which will train a German folk both capable and desirous of maintaining a democracy that will be a peaceful, contributing member of the world of nations?

What is the best method for establishing these principles?

Are there forward looking German educators available to lead in whatever reform of the German schools is necessary?

What specific things can be done to assist these German leaders?

These questions are all concerned with positive tasks. But the negative tasks of denazification and demilitarization were the first ones to confront Military Government.

The negative tasks were begun before schools were permitted to reopen. Approval for the reopening of each school was given only after a list of all teachers to be employed had been submitted to Military Government and had been approved as acceptable. Likewise no textbook or course of study could be used without previous approval by Military Government. This screening of teachers resulted in the initial elimination of approximately 55 per cent of all teachers and almost all of the higher school officials. Further screening and trials before the special German Denazification Courts has resulted in later judgments permitting many of these teachers to return to their positions. But none has been permitted to return to educational positions without a special screening by a group of German educators. Since Land Hesse had not previously existed, the Land Ministry of Education had to be newly created and all officials were new to their positions. This situation made still further complications.

There were almost no textbooks which were wholly acceptable. At the very first, some pre-Hitler books were quickly printed for emergency use by the elementary schools. These were gradually augmented by books

which were approved after certain pages or parts of pages had been deleted. The next step was the printing of new books made by replacing unacceptable parts of old books with inoffensive new material. At this point a lack of paper slowed up the process so that even this temporary expedient in the rebuilding of the schools proceeded very slowly.

The negative aspects of education just described occupied most of the attention of both American and German authorities from the opening of the first schools in September, 1945, until the end of 1946. By this time almost all schools had been reopened and the number of elementary pupils per teacher had been reduced to approximately 70 through the reclaiming of certain teachers who were at first not readmitted and through the installation of untrained teachers to assist with large pupil groups. Buildings had largely been returned to school use, and the first of the "cut and paste" textbooks had been printed. But the number of such "new" books could even then be counted on the fingers of one hand.

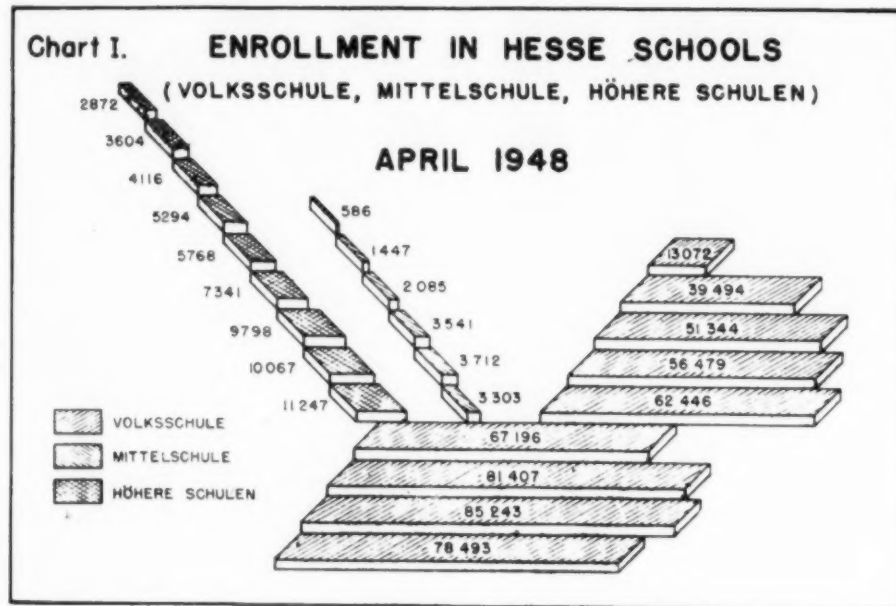
As the negative aspects began to diminish, more and more attention was given to the positive aspects so that in January, 1947, this phase of reconstruction assumed major importance and the negative aspects, while still continuing, as they will to some extent during the entire occupation, were definitely relegated to secondary importance.

Principles of Democratic Education

What elements are necessary in building a school system which will train a German folk both capable and desirous of maintaining a democracy that will be a peaceful contributing member of the world of nations?

A list of ten basic principles was formulated and given to all Land Ministries of Education in the American Zone in January, 1947, as the basis upon which the German schools were to be developed. This list was at first a part of the American Military Government Regu-

(Continued on page 83)



The School Building Survey of San Francisco, California *N. L. Engelhardt**

San Francisco, Calif., is one of the most attractive cities of the United States. Bounded by water on three sides and the mountains and passes of San Mateo County on the south, its hills, sand dunes, and valleys have for a century challenged man in the building of the commercial, industrial, and cultural center that it has become. Many young Americans passed through San Francisco during the war and as in the case of other visitors, they found it attractive and ideal for living. They were fascinated by its vistas, allured by its equable climate, and charmed with its hospitality. Many have come back to make their permanent homes here and to join the thousands who have raised the city's population to 830,000, an increase of 200,000 over the 1940 census figures.

The City Planning Commission has done a most effective work in analyzing the impact of this new population on the use of the 18,200 acres available for development and has projected plans for a sane and scientific development of the city. In Diagram I are found the results of one of its many studies. Here the changing character of the housing is prophesied as the curve moves up to 1,000,000 persons. The gradual necessary expansion of the nonresidential areas is also shown as businesses are added and more population is attracted. With such developments in prospect, the future school site program must be safeguarded.

*Engelhardt, Engelhardt and Leggett, Educational Consultants, Riverdale, New York City.

EFFECTS OF VARIOUS ASSUMED POPULATIONS ON THE USES OF LAND
With all available land in urban use, the proportion of dwellings of each type and the densities of population in each type of dwelling are influenced by the increasing requirements of non-residence uses.

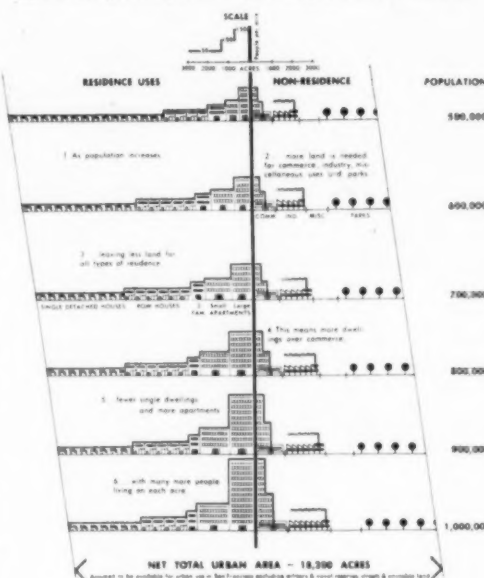


Diagram I. As cities grow the density of population increases and the character of school sites and the number of school buildings and their size are increased.

Industrial Expansion

As industry expands and commercial advancements are made, existing schools in these areas tend to lose their enrollments, the school environments become noisy and undesirable and replanning of school facilities in new residential areas becomes necessary.

The school building facilities of a large growing city are thus constantly in a state of flux. San Francisco's industrial areas are centered in well-defined areas, largely along the Bay, and will soon have need for few, if any, school buildings.

Vacant Lands

Diagram II shows the vacant lands of 1944 into which new population could move. The great increase in population has made this movement a reality. The black areas, representing the sand dunes along the Pacific and the peaks and dales of central, southern, and southeastern sections have already become vast expanses of one-story homes rising in colorful array amidst their attractive lawns, shrubs, and trees. The new young families are contributing thousands to a rapidly increasing elementary enrollment.

Existing School Buildings

San Francisco has an excellent distribution of school buildings, but many of the structures were built previous to 1910, and even before 1900. Some of these are not only outmoded educationally but do not provide the safety and sanitary conditions essential for the protection of life and health. With the residential building upsurge in the vacant areas, school buildings are lacking entirely in many sections.

The Rating of Elementary School Buildings

Using the San Francisco Rating Card for Elementary Schools, prepared by N. L.



Illus. I. Courtyard of the Sunshine Elementary School for crippled children.



Illus. II. Buena Vista School used for vocational education.

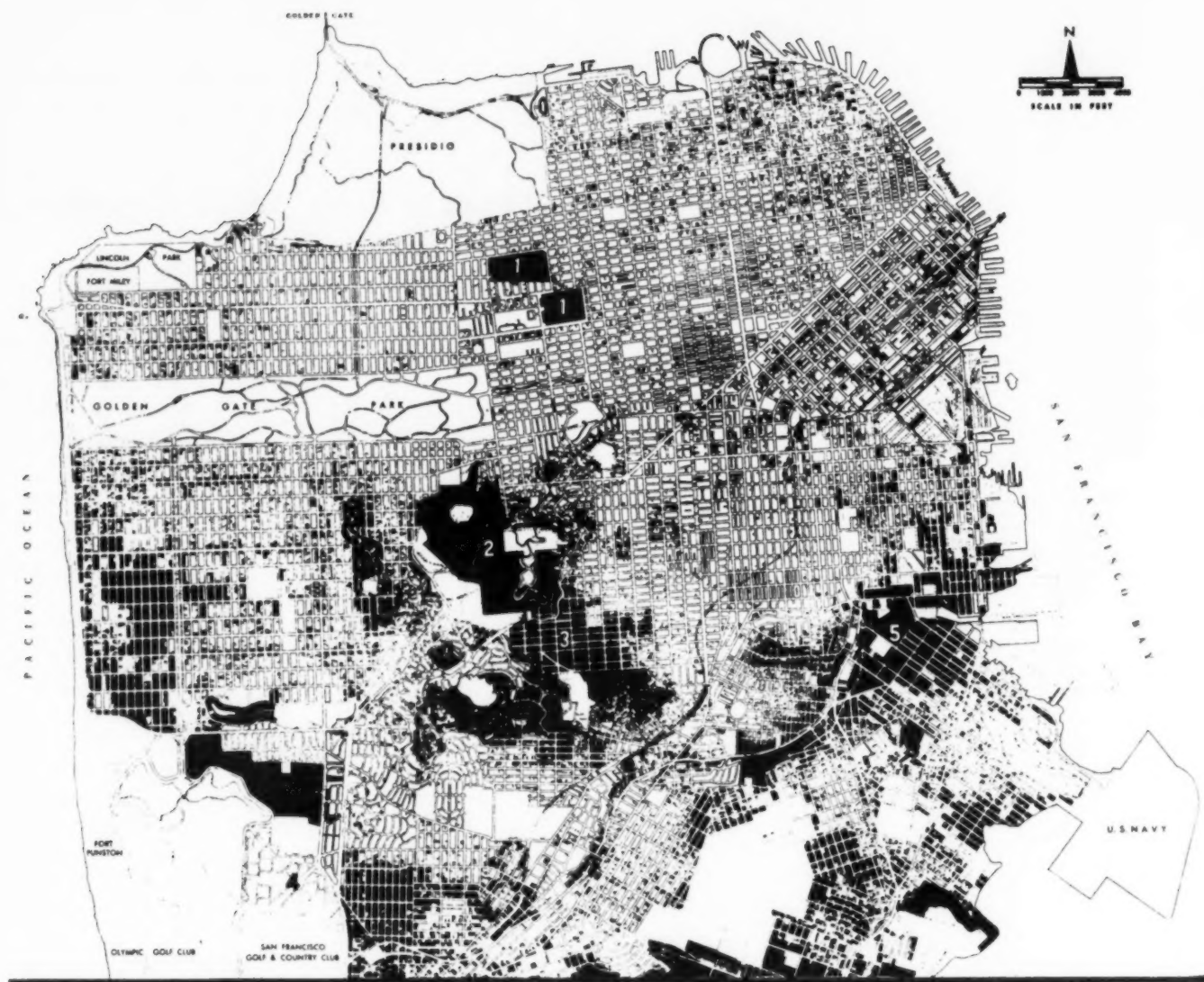


Diagram II. Vacant land in San Francisco shown in black.

1. Areas formerly occupied by cemeteries. 2. Hilly area around Twin Peaks. 3. Area lacking transportation because of hilly topography. 4. Parkmerced where metropolitan housing project will be located. 5. Potential industrial areas now generally occupied for war housing and other military purposes.

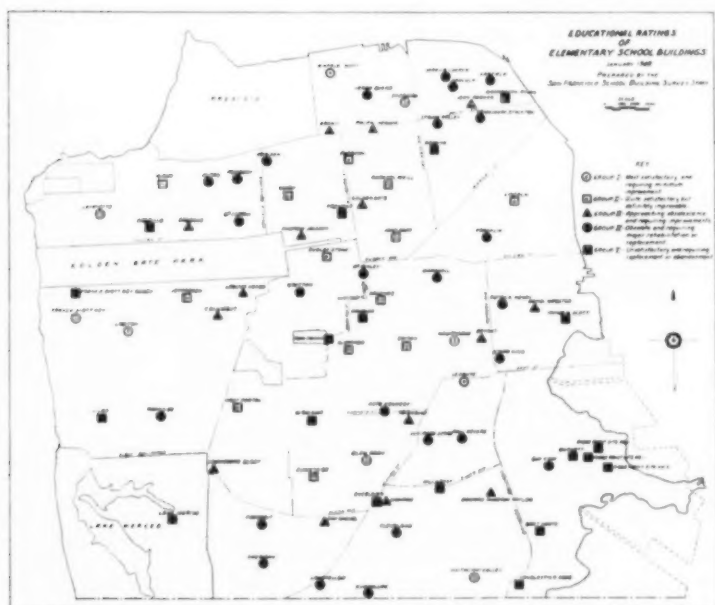


Diagram III. Educational ratings of San Francisco elementary school buildings. Buildings designated by black dots and squares are entirely unsatisfactory.

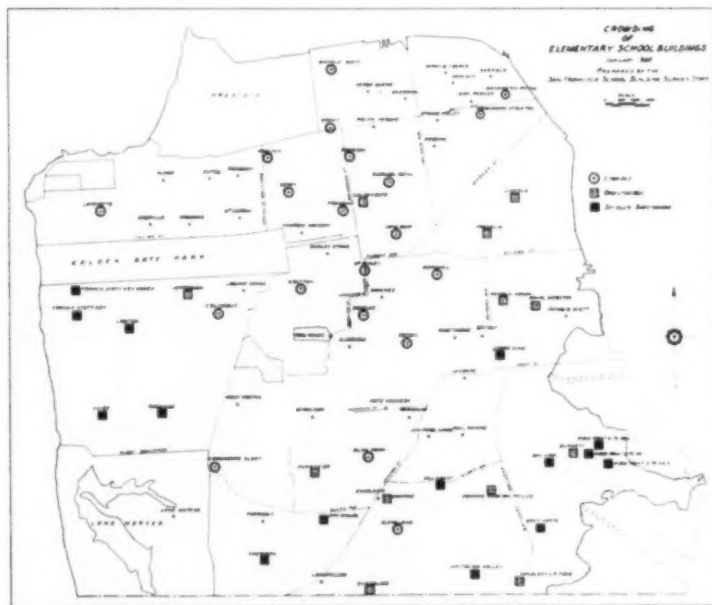


Diagram IV. Crowding of elementary school buildings. White and black squares overcrowded.



Illus. III. The Jefferson Elementary School stands at the street line.



Illus. IV. The Roosevelt Junior high School has an inadequate site.



Illus. V. Starr King Elementary School — a frame structure.



Illus. VI. Ridgepoint Elementary School — a temporary war housing project.

Engelhardt, Jr., Stanton Leggett, and the staff of the San Francisco schools, all of the elementary schools were catalogued into groups depending upon their degree of acceptance for the future school plant. Seventeen centers were listed as unsatisfactory and requiring immediate replacement or abandonment as shown in Table I.

San Francisco's variations in school buildings are shown in Illustrations I to VIII inclusive. The attractive Sunshine School for physically and mentally handicapped children of Illustration I may be contrasted with the Buena Vista inheritance from the past of Illustration II now devoted to vocational training. Illustrations III to VIII show two of the best of the school facilities, one of the several wartime products, a publicly advertised unsafe school, a school in Chinatown, and a school standing ready to serve the residents of a proposed new housing project.

Geographical Distribution of Elementary Schools by Their Ratings

Diagram III indicates the city-wide need for better elementary school facilities. The most urgent new construction problems are found in the southeast, the south, the west, and the northeast. In fact, the years of

depression and the war period have left most of the city in sore straits with respect to facilities for the younger children. Coupled with the increasing birth rate, the necessity for replacements and new school units has approached huge proportions.

The Overcrowding of Elementary Schools

The elementary schools which are rated low are also in large numbers those which have been overcrowded by recent accre-

tions to enrollment. Diagram IV shows widespread overcrowding throughout the city, with especially distressed areas in the southeast, south, and west.

The Increasing School Population

Volume I of the 1948 School Survey report is a 367-page document devoted to the analysis of population in the city, past trends and future prospects. Trends by U. S. census tracts, by the City Planning

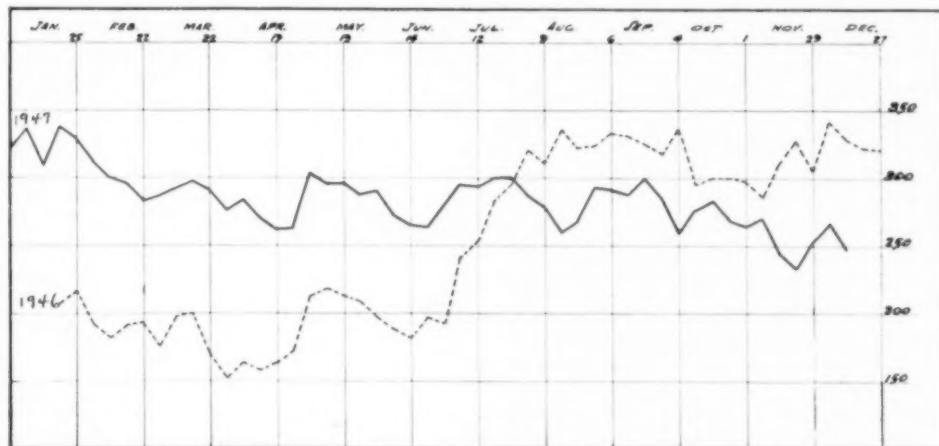


Diagram V. Residential births for 1946-47.



Illus. VII. Commodore Stockton School in Chinatown has inadequate play space.



Illus. VIII. Raphael Weill School is modern and complete.

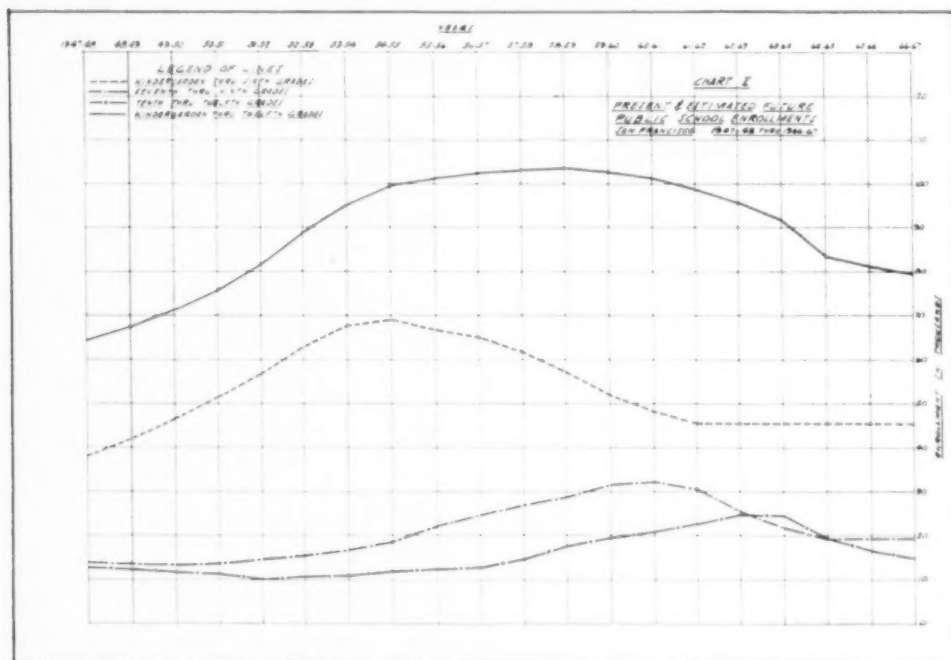


Diagram VI. Present and future estimated enrollments.

EDUCATIONAL RATINGS OF ELEMENTARY SCHOOLS
BASED ON SAN FRANCISCO RATING CARD
DECEMBER 1947

GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V
Most Satisfactory For Long Time Use And Requiring Minimum Building or Site Improvement	Quite Satisfactory In Many Respects But Definitely Improvable Through a Major or Several Minor Improvements	Approaching Obsolescence and Requiring Over-all Minor and Some Major Improvements	Obsolete or Requiring Major Rehabilitation or Reasonable Early Replacement	Unsatisfactory And Requiring Immediate Replacement or Abandonment
1926 Hawthorne 1926 La Costa 1927 Lafayette 1928 Sherman 1930 Win. Scott 1936 F. Scott Key 1937 1940 1946 Lawton 1947 1948 1949 Visit. Valley 1949 1950	1911 Lincoln 1921 Jefferson 1929 1923 Emerson 1926 Alamo 1926 Alvarado 1926 Dudley Stone 1927 Edison 1927 Sanchez 1927 Sunnyside 1927 West Portal 1932 1927 Raphael Weill 1928 John Muir 1930 Mary	1906 Golden Gate 1909 Laguna Honda 1910 Bryant 1911 Jean Parker 1914 Columbus 1917 Dan. Webster 1928 1936 1913 Fairmount 1919 Monroe 1920 Argonne 1921 Grant 1922 Com. Sloat 1927 1924 Andrew Jackson 1924 Pacific Heights 1924 E. N. Taylor 1929 1929 San Miguel	1908 Bay View 1910 F. McCoppin 1910 Garfield 1910 Madison 1927 1910 Sutro 1910 Mc Kinley 1922 1910 Sheridan 1911 Cleveland 1911 Farragut 1911 Franklin 1911 Geo. Peabody 1911 Grattan 1911 Hancock 1911 Junip. Serra 1911 Kate Kennedy 1911 Longfellow 1911 Yerba Buena 1912 1912 Spring Valley 1913 1913 Pat. Henry 1916 1913 Starr King 1916 1914 Marshall 1915 Com. Stockton 1924 1915 S. L. Cooper 1917 Paul Revere 1928 1922 Guadalupe 1927 1922 Parkside 1928	1892 Fremont 1895 Douglas 1895 I. W. Scott 1910 Burnett 1939 1911 Bret Harte 1926 1911 Excelsior 1920 1911 Wash. Irving 1917 Redding 1919 Hillcrest 1943 1946 1919 Twin Peaks 1925 Cabrillo 1927 F. Scott Key (Annex) 1941 Ulloa 1942 1945 1942 Miraloma Pk 1943 Candlestick 1945 Cove 1944 Ridgepoint I II, III 1945 Lake Merced

* Wooden temporary structures planned for limited period of use

Table I.

Commission's 14 city committees, and by individual schools have been calculated and combined in anticipating the future. Current ratios between age groups and public and nonpublic schools, sectional degrees of residential saturation and family sizes have formed part of the basis for prognostications. Comparisons were made between the survey estimates and those made earlier by the Bureau of Research of the public schools and the City Planning Commission and differences studied for justification before decisions were reached. It is estimated as shown in Table II that San Francisco will have an increase of 38,000 school children between the enrollment of 64,432 of 1947-48 and the anticipated 102,432 in 1956-57. Joined with needed building replacements for many of the present enrollment, it is evident that an extensive school building program must be advanced covering the needs of all grades from kindergarten through the high school and beyond into the two years of the city college.

The Curve of Births

New homes and new residents have brought many births. In 1946 and 1947 as shown in Diagram V, there were many weeks in which 250 to 350 children were born in the city. At 30 children per class-

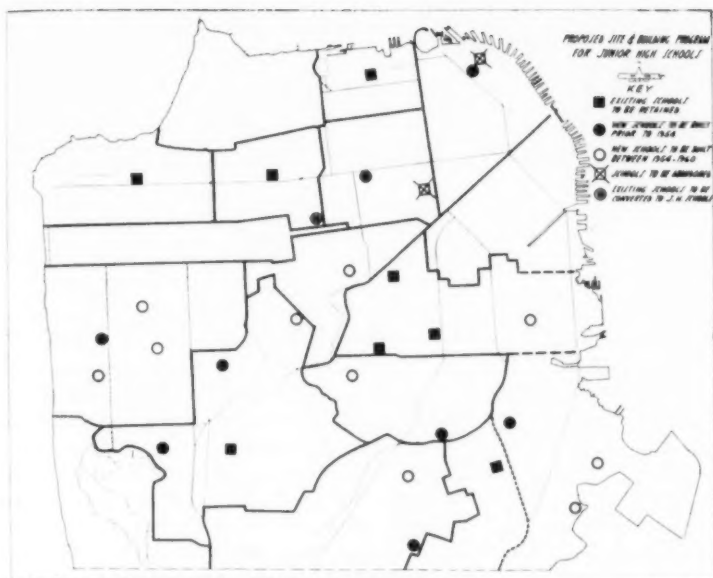


Diagram VIII. Junior high school program.

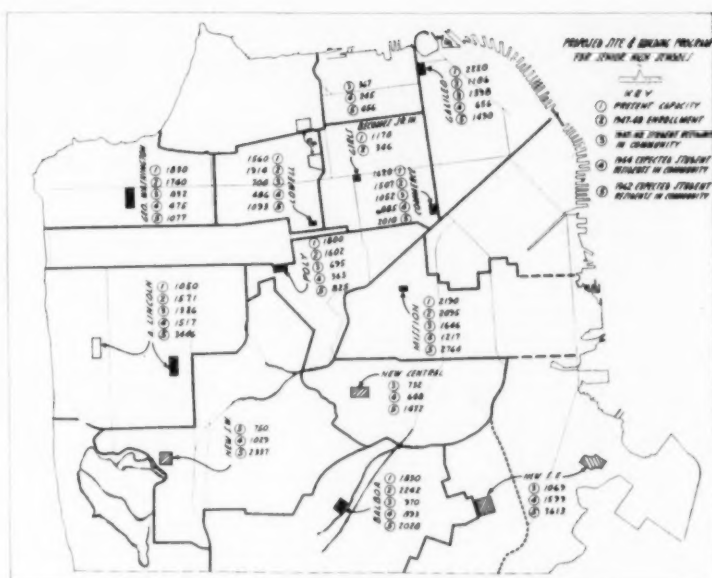


Diagram IX. Senior high school program.

room, this represents a need of at least six to ten classrooms within a few years to take care of those who will attend public schools and who have not changed resi-

1960-61, and in 1963-64, respectively. Situations may develop affecting these figures. A depression may occur forcing dispersal of population, or a period of world pros-

years. Diagram VI shows present and estimated future public school enrollments, 1947-48 through 1966-67.

TABLE II. Present and Estimated Future Public School Enrollments — San Francisco, 1947-48 to 1956-57

Present school year	Est.	Est.	Est.	Est.	Est.	Est.	Est.	Est.	Est.
1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57
K-6	37,984	42,003	46,555	51,292	56,775	63,072	67,714	68,920	66,774
7-9	13,878	13,325	13,207	13,538	14,663	15,364	16,613	18,691	22,177
10-12	12,570	12,168	11,597	11,025	10,072	10,544	10,864	11,985	12,291
Total	64,432	67,496	71,359	75,855	81,510	88,980	95,191	99,596	101,242

dence. This weekly load on the school system duplicates in proportional measure what is found to be true in many other cities.

Peaks in Enrollments

The peaks in elementary, junior, high, and senior high school enrollments may be expected to be reached in 1954-55, in

perity may develop which with certainty will cause further population increases in this strategically located city. The time between birth and kindergarten is a limited span and the upward projection of the elementary school curve has already begun. School accommodations are needed now and will continue in greater need for some

Proposed Elementary Program

After agreement on an optimum elementary school size of 500-800 and of 200-300 for home school units caring for kindergarten and grades 1-2-3 in certain overextended population areas, a complete city-wide plan for new schools and additions was approved by the board of education as displayed in Diagram VII. This included 36 new schools on new sites and ten replacements after addition to present sites. The diagram shows that all parts of the city will be equally well served. The blank sections are parks, industrial areas, and the like.

The Junior and Senior High School Needs

Diagram VIII gives in condensed form the junior high school site and building program. The conclusions were reached by a procedure similar to that followed in the case of the elementary schools. Seven new junior high school buildings must be built prior to 1954 and ten more during the period of 1954-60. Care will be taken not to overbuild for the period following the peak years.

The black designations on Diagram IX represent existing high schools which will in large measure be retained as permanent parts of the school facilities; the open geometric figures — new sites already owned in whole or in part by the board of education. The crosshatched areas represent new high school buildings proposed for new sites. A city-wide extension of high school facilities is here proposed with the expectation that 1500 will be considered the optimum enrollment. New buildings will be planned for sections which have grown with great rapidity and where the need has been slowly appearing in the recent decade.

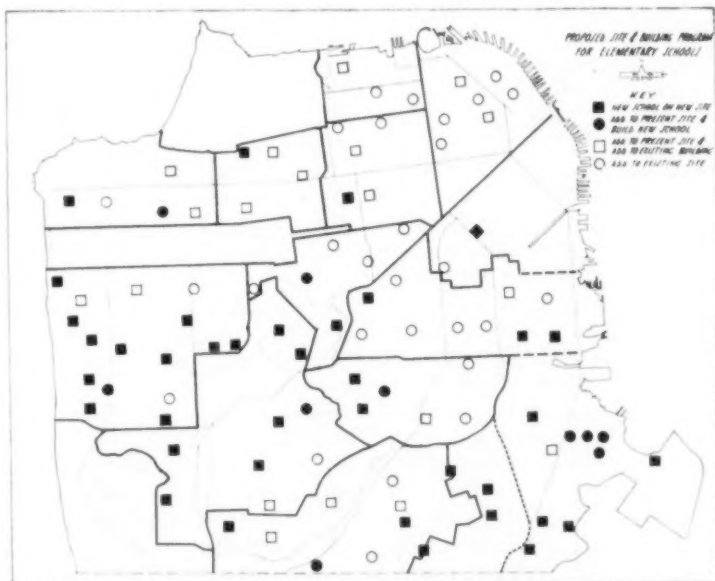


Diagram VII. Proposed site and building program for elementary schools. Black dots and squares represent entirely new building construction.

How Groton is Improving the Efficiency of Teachers

Victor E. Leonard*

The selection of teachers for the responsible task of educating our youth has always been one of great concern to administrators and members of boards of education. This initial decision is a vital one, but it is not the final act. There must be definite and continued action to improve the daily work of the teachers who are daily instructing and guiding the child.

Just as we recognize individual differences in the pupils, we must certainly be aware of the fact that teachers also vary in ability, personality, and interests. If we are to expect to produce pupils who have developed according to their abilities, we must insist that teachers will strive for the fulfillment of our educational goals.

None of us admires a person who is stagnant in his thinking and attitudes. Today teachers must be alert to the changes which must be made if we are to keep pace with this modern age. There is no need for discrimination for small degrees of differences in teaching services. Teachers should be afforded the opportunity of improving their own personnel standards.

S. B. Butler, the superintendent of schools in Groton, Conn., has had the vision to recognize the value of providing the incentive for teacher improvement. The board of education has worked with him in a plan to project techniques that the teachers will accept as beneficial to their professional efficiency, as well as aid the child to grow into a well-adjusted person.

There has been much controversy as to the value of teacher rating devices and plans. Many educators feel that the rating scales are too subjective and that too often prejudice and ill will play a part in the final rating. This is not conducive to good morale and will result in unhappy teachers and poorly taught children.

The Groton board of education recently has taken action to benefit the teachers as well as the schools. A salary schedule which is much more generous than the previous schedule has been adopted. Upon recommendation of the superintendent of schools, a three-part plan of fostering growth in service has been adopted. The latter are to implement the salary schedule by aiding and maintaining a high quality of teaching service. The plan has been accepted by the staffs who were represented in the original planning by a committee of teachers drawn from the various class levels of the elementary and secondary schools. The standards called for (1) year-closing and year-opening conferences, (2) a high grade of proficiency in service, and (3) evidence of professional growth.

*Principal, Pleasant Valley Elementary Schools, Groton, Conn.

Teacher Conferences

In addition to such staff meetings as the superintendents and principals may call each year, there will be a two-day teachers' conference under the direction of the superintendent. This is to be held in June, immediately after the pupils have been dismissed for the summer vacation. The purpose of the conference is to bring out the most vital problems of school instruction and administration needing study and discussion. Plans for attacking these problems for the coming year will be formulated at the meeting.

A one-day conference prior to the fall opening of the schools will also be held. The chief purpose of this meeting will be to follow up the conclusions of the year-closing conference, with specific suggestions for putting them into effect.

These three conference days are a definite part of the period of scheduled service on the regular school calendar each year.

Proficiency in Service

Under the rules of the board of education, annual appointment renewals and offers of scheduled salary increments are contingent upon satisfactory performance of duties and quality of service. No formal check list or rating scale is utilized in rendering judgment on "satisfactory performance." However, emphasis is placed upon the following factors:

1. Evidence of thought and thoroughness in planning and conducting daily classroom activities.

2. Organization of work throughout the year so as to give due attention to all purposes and phases of instruction as set forth in the instructional manuals and course outlines. These have been issued as guides to instruction in the different subjects taught.

3. Ability to induce purposefulness and interest in pupils.

4. Successful adaptation of instruction to individual differences and needs.

5. Relations with pupils characterized by firmness, fairness, and a natural friendly interest.

6. Courtesy and good judgment in dealing with parents and the public, with equal consideration, however, for the teacher's just position in any issues which may arise.

7. Habitual compliance with standard administrative regulations, including hours, routine duties, maintenance of outline plans, and other school mechanics.

8. Achievement of results, considering the abilities and state of advancement of a class when the teacher first takes the class.

Evidence of Professional Growth

In acceptancy a contract to teach in the

Groton schools, and of each annual renewal, it is expressly understood that the teacher agrees to devote himself or herself during the course of each three-year period of service to some project of study or activity which will provide an added background of knowledge, skill, or experience useful in teaching. Projects which will be recognized as fulfilling this condition include the following:

- a) The preparation and adaptation to use of detailed and permanent, though adjustable, teaching plans for one or more subjects of study, to which reference may be made aside from the customary outline plans for the printed plan book.

- b) Detailed individual study, with application to classroom work, of any reasonably broad field relating to instruction or management, for which type of study a suggested list will be compiled by the superintendent.

- c) Participation in the work of committees on curriculum development or other professional activity, either local or state.

- d) Summer travel (for not more than one three-year period), demonstrably educational in value.

- e) The successful completion of six semester hours of professional or subject matter courses in accredited institutions, provided that such courses are demonstrably related to the improvement of professional competence or background.

- f) Experience in either lines of endeavor and employment, proved to be of value in the teacher's background. This experience is accepted once in a three-year period.

- g) Any other type of project having purposes similar and values equivalent to the above and approved by the superintendent.

Each teacher is free to allocate the time given during any three-year period to a selected project or projects. The teacher is also free to arrange it during one or more school years, or during one or more summers. A project is to be approved by the superintendent before it is started, and reported to him for acceptance when it is completed.

Evaluating the degree to which any project fulfills the purpose of improving a teacher professionally, some estimate is to be made of the time required. While no record of actual time is to be attempted, a project should approximate the classroom time of courses yielding a total of six semester hours of credit. Two or more projects requiring together approximately this total amount of time may be selected in lieu of one project.

No more courses are to be taken during the ten months of any year while schools are in session than a teacher can take without an excessive burden over the regular school duties. Teachers who have served on local

(Concluded on page 86)

Some Suggestions in the Matter of —

Buying School Supplies Locally

Chester C. Frisbie¹

Certain knotty problems many times arise out of the buying of school district supplies and equipment in local markets. For the purpose of this article, the purchasing agent for the board of education is assumed to be the superintendent of schools. It is further assumed that, by board resolution, his functions and limitations in this area of responsibility have been set. The question should be asked: Has the board, by formal action, set up basic policies to guide, direct, and substantiate the superintendent's future commitments? Without such adopted policies, the superintendent may well find himself receiving unjust criticism and the reputation of the school may be impaired.

The relationships established between the local merchants and businessmen and the local school authorities are important. These relationships should be based on mutual respect, loyalty, and helpfulness. Understandings can be developed that will lead to such associations. A fair share of the job of building desirable attitudes among merchants and citizens rests with the school's administrative personnel. It is not enough to let things drift along until some problem arises. The solution then is too often based upon expediency.

The principal problem centers around the question: What may a superintendent and board do to promote harmonious relations between the schools and the local businessmen regarding school district purchasing?

Defining Basic Policies

Carefully defined lines of authority in school purchasing procedures should be supplemented by equally clear-cut statements of board policies. Such policies should be drafted and enforced only after thorough study and discussion. It has been found that concise, written, formally adopted policies, subject to review and revision, serve best. Actually the problems whether to buy locally or elsewhere are generally only a part of a larger problem, that of no established board policy toward such matters. It is the purpose of this article to stimulate discussion and action, but not to present a set of policy statements.

Within prescribed limits of law, school board members are appointed or elected to maintain, promote, and operate the free public schools. They are charged with the responsibility of doing this effectively and efficiently. Certain of their responsibilities may be delegated to others. It remains, however, that board members or their representatives are obligated by law to represent the public at large. Schools

exist primarily for the benefit of children and the education of all who seek and can be served by this institution of society. A board member or administrator who fails to realize this fact, fails to meet his fundamental duty. Entrenched interests, within or without the schools, which tend to serve, not the welfare of children or the state, but selfish ends are not within the purposes of the American public school system.

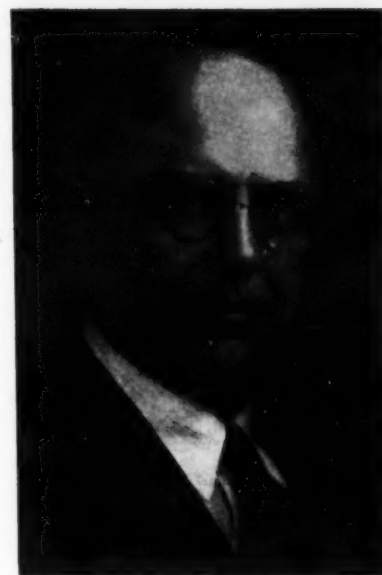
Financial Benefits From Schools

In the public relations between the school district and the local businessmen, it is well to consider certain facts. Many times advantages tend to be taken for granted. From a business standpoint alone schools are distinct assets to a community. Many times they have the largest operating budget in the region. Generally speaking school centers are trading centers. There is a natural tendency for people to trade in the area where their children attend school. The purchases pupils make on their own behalf and for their parents are no small amounts.

Salaries paid certified and noncertified school personnel amount to as high as 85 per cent of the current budget. The major portion of this money is spent locally for living expenses. Groceries, housing, transportation, clothing, personal items and incidentals are among the universal expenditures made in communities. Married personnel and those with dependents tend to spend the greater share locally. Teachers and other school employees are notably excellent credit risks. Merchants vie among themselves for the business of these customers. It is known that, besides paying their bills promptly, school people contribute toward the prestige of the places they patronize.

Operating budgets for school purposes such as fuel, lights, power, water are nearly always spent with local corporations. Jobs involving plumbing, carpentering, repairing, bus maintenance, cartage, and so forth are nearly always given to local people. Insurance, although it may be awarded by bids and either rotated or pooled, usually is carried by local agents. Innumerable pickup items throughout the year are purchased to keep the schools in operating order. These are such things as hardware; materials for home economics, agriculture, and manual arts; groceries for the cafeterias, lumber, and bus parts. Printing supplies are constantly replenished locally.

Student body purchases, although separate and distinct from school district buying, tend to be mainly local. Most people would be surprised to learn of the sizable amounts of these budgets. Merchants are rightly concerned that good will is developed and maintained



Charles F. Seidel
Superintendent of Schools
Allentown, Pa.

Mr. Seidel, who was recently elected superintendent of schools at Allentown, Pa., to succeed Fred W. Hosler, is a native of Pennsylvania. He is a graduate of the Keystone State Normal School in Kutztown, received his A.B. degree from Muhlenberg College, and earned his M.A. degree at the University of Pennsylvania.

He began his educational career as a teacher and principal, serving five years in the elementary and high schools, and six years as supervisor in the graded schools. He was director of junior high schools for 12 years, served 6 years as assistant superintendent in Allentown, 6 years as administrative assistant in junior high schools, and was acting superintendent for several months in 1936.

He has served as lecturer in the Extension Division of Muhlenberg College, is president of the East Central Pennsylvania Junior High School Principals' Association, and is the author of several books on educational subjects.

between themselves and the student organizations. Part of this awareness stems from the desire to gain as future customers the children who soon will be adults. The other concern, however, is the substantial flow of current business.

The point is made here, that local business establishments do profit financially throughout the year and over long periods of years from the schools. Stock should be taken occasionally of these benefits.

Supplies Purchased on Bids

Wherever price, quality, selection, and service are equal, superintendents should make their purchase for school needs in local markets. Yearly, orders which normally bring trade discounts, specialized equipment and supplies calling for reserve stocks and the "know-how" of such business, items requiring skilled servicing and periodic attention, and certain contracted goods, many times must, from an economy and efficiency standpoint, be purchased from outside companies equipped to handle such orders. Most local businessmen understand and appreciate that these arrangements are necessary.

Occasionally there are those local merchants who are not willing to accept this sound pro-

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cedure. They assume the whole-hog attitude regardless of the effect upon other taxpayers. Some superintendents bow to this pressure by insisting that wholesale school supply houses route invoices of purchases through local retail outlets where a customary per cent is added. Unless actual service is rendered or competitive prices to the schools are not raised, this is a plain racket. The school administrator who condones and encourages this practice is not assuming his professional responsibility. The merchant who expects this bounty needs to be educated in the ethics of the situation. It is doubtful whether he would like to have his customers — the farmers, laborers, housewives — all taxpayers, too, know of his tribute taking.

Gentlemen's agreements among merchants on bid prices have been practiced at times. It is customary in some communities to rotate school purchases. The annual fuel contract is an example. Realizing this policy, it is tempting for local suppliers to submit identical bids. Now this may occur and still be perfectly above board. It has happened, however, that through collusion the bid price has been pegged well above that which would normally result from free competitive bidding. There is a sure way to avoid that kind of skullduggery. Throw out all the original bids. Then go directly to a neighboring town, secure a reasonable price for the season's needs, award the order by contract, and announce to the bidders the arrangements made and the price differential. This may sound harsh, but it will remedy an evil situation. The school authority who knowingly patronizes suppliers who stoop to collusion and other unfair practices belies the trust reposed in him.

Some Goods Not Found Locally

No, school boards and superintendents must have a greater respect for all who support the schools than a narrow loyalty to a few in favored places. Fortunately, few merchants expect patronage at the expense of the schools.

Conditions will vary in communities depending upon size and types of business establishments. As a rule, yearly orders on bid or by direct purchase, which might be advantageously secured from wholesale or school supply houses, include:

1. Maintenance supplies and equipment, such as floor preparations, brushes, mops, soap, toilet tissue, and paper towels.
2. School desks, laboratory supplies and equipment, office furniture, lockers, typewriters, duplicating devices, blackboards.
3. Visual aids equipment usually require special specifications and service for school use.
4. Items such as paper, inks, chalk, erasers, paste, pencils, pens, and other instructional materials. These should be purchased in large quantities.
5. Library and textbooks, maps, workbooks, charts, and library supplies.
6. Playground and athletic equipment are many times better supplied by wholesaler's or manufacturer's representatives than through local retail outlets.

School Purchasing Rights

The board and superintendent in their role as purchasing agents for the schools should demand certain standards from all suppliers. Among these are:

1. When bids are invited, they should represent free and competitive prices. The goods or services rendered should correspond with the description on the bid form. The fact that schools have been sold short in this way calls for constant vigilance.
2. Customary school discounts, where allowed, should be expected in full from all.
3. Service on purchases, such as exchanges or adjustments, upkeep, minor repair, or skilled attention, whether on a fee basis or gratis, should be insisted upon.
4. The buyer has the right to be informed of the latest developments and ideas and to be kept abreast with the market.
5. Offerings of specials, closeouts, or sale items should be taken into consideration.
6. The time, place, conditions, and charges for delivery or installation must be advantageous to the school. Packaging, units of purchase, and specifications must be based upon the school needs and take into account standard trade practice.
7. Routine accounting such as purchase orders, invoices, bills of lading, and other forms should readily and accurately conform to the school's standard procedures.
8. The school has the right to expect that the supplier knows the details of educational needs and can deliver the goods suitable for instructional purposes.

Help to Local Merchants

This matter of buying school supplies locally brings to mind the many opportunities school officials have to assist local merchants. As intimated above, loyalty is a two-way path. A few suggestions follow where school people can show their understandings toward the welfare of the community's business establishments:

1. Where prices, quality, selection, and service are comparable, school supplies and equipment should be purchased locally.
2. School personnel can well be encouraged, not coerced, to buy for personal needs locally if the elements of sound purchasing are found.
3. When invited to bid on school supplies, the school executive should give some professional assistance to local merchants in interpreting specifications and conditions.

A word of caution here. A superintendent's time is valuable. No merchant can expect to use an undue amount of that time for his private gain. A case at point may be cited for illustration. Some years ago all-inclusive comprehensive liability insurance policies were not commonly offered school districts. In a certain school the board and superintendent agreed that such protection would be desirable. A leading insurance agent of the community was approached, the problems and exposures explained, and the desire for this type of protection expressed. After considerable delay,

the agent finally admitted he knew of no such policy, but, he suggested, if the school authorities would write one he would be happy to submit it for consideration to his home office. Needless to say, the school representatives did not feel it their responsibility, nor did they consider themselves qualified to do this technical task. What they did, however, was to find an agent sufficiently interested and capable enough to do his job. The commission he received from the insurance purchased amply repaid him for his initiative and efforts.

Schools Must Not Compete

4. Schools should not openly compete in the sale of merchandise with legitimate dealers. This does not mean such things as candy and ice cream at the cafeteria or at school games; it means, rather, the regular sale of goods customarily carried by merchants. This would be unfair competition.

5. The schools must inform merchants well in advance of special supplies which pupils will be requesting for their schoolwork. This allows the retailer to anticipate needs and to be prepared to meet them.

6. It is desirable, occasionally, to have outside-purchased supplies shipped through the local store, if the manager's wholesale contact is established and his connections result in better or equal service or price.

7. Schools should avoid asking special favors of businessmen unless value is given in return. Advertising space in school papers and annuals should be investments, not contributions. Requests for store closings for special school events should be made only when such arrangements are clearly advantageous to both merchants and the school.

8. When ticket sales are planned for the school, care should be taken to plot the areas carefully to avoid duplication of children's sales contacts. Unless this is done, there is danger that pupils will make nuisances of themselves.

9. Steadfastly adhere to a policy of denying the exploitation of school children in the promotion of out-of-school benefits regardless of how worthy the cause. Exceptions to this rule should be by board resolution.

One representative of an orphan's home, when not allowed access to this potentially effective sales force, remarked to the superintendent, "So you would deny milk to needy children because of a silly policy!" The superintendent assisted the gentleman to find an adult community group willing to sponsor his campaign; he also contributed five dollars out of his own pocket, and the school students were not disturbed.

10. A statement of who has the authority to make certain school purchases, the conditions, routine and forms used, the presentation of bills for payment can well be explained and reviewed in detail with the local merchants. They appreciate this help in channeling business and are entitled to courteous attention.

In Summary

Harmonious relations, in the main, may be (Concluded on page 89)

A Check List of the Duties of Class and Club Presidents

William H. Brown*

Democracy and good citizenship are not automatic results of those school activities in which student officers, elected by students, preside over meetings and conduct the business of their organizations. Indeed, although these student organizations provide an opportunity for experience, that experience could conceivably be a bad experience, one which fixes habits and attitudes contrary to democratic ideals. The extent to which it is a good experience will depend to a large degree on the instruction which the school, usually through the faculty adviser, gives to the group and particularly to its leaders.

The president of an active student group is a key person. Poorly planned and poorly conducted meetings mean an ineffective organization, one in which young people will develop poor habits and attitudes. A president who knows what ought to be done and how to do it, and who is active in the supervision of committees working within his organization, will have a beneficial experience himself and will also insure that kind of experience for others in his organization.

The following check list has been used in Glens Falls High School, Glens Falls, N. Y., as a basis for the student president's evaluation of his own handling of meetings and club business, and for conferences between president and adviser. It is brief. It is definite. It covers the most important situations that are likely to arise.

The accompanying check list might be applied with a few changes and omissions to the responsibilities and work of the president of the board of education. — Editor.

Check List of Duties of Class and Club Presidents Glens Falls High School

PRESIDING AT MEETINGS —

- Does the meeting begin promptly?
- Are routine matters, such as roll call and minutes handled smoothly and without delay?
- Do committee reports show preparation and understanding on the part of the committee?
- If the committee makes recommendations are they presented in such a way as to be understood by the members?
- Are motions properly made and seconded?
- Is there an opportunity for discussion of the motion before it is put to vote?
- Does the chairman direct discussion to prevent wasting time in long drawn out arguments that are not connected with the question?
- Is the statement of the motion repeated and understood before vote is taken?
- Does the chairman direct the discussion in such a way as to promote a study of the

question before a vote is taken, by suggesting that it be referred to a committee for report at a later meeting, if necessary?

Is each motion properly disposed of before another one is entertained?

Is parliamentary law observed in the matter of amendments?

Does each speaker address the chair and secure recognition before speaking?

Is discussion carried on in parliamentary manner, preventing it from degenerating into several centers of conversation?

Does the meeting show signs of having been planned by the chairman?

SUPERVISION OF BUSINESS CARRIED ON OUTSIDE OF THE MEETING —

Are committees appointed with a view to securing people of ability who will work for the best interests of the group?

Are committees selected so as to be representative of the group?

Does each committee understand what its job is?

Does each committee study its problem and confer with its adviser?

Does the president confer with committee chairman to make sure that the work is progressing satisfactorily?

Is the president's supervision of work such as to stimulate others to do good work, and to place responsibility in the hands of the committee or person to whom the work is assigned?

Does the president confer with committee chairmen, advisers, and others in order to co-ordinate the work of several related committees when necessary?

Is the president familiar with the problems and the work of each committee and of his group in general?

Does he have a well-thought-out set of aims for the year?

Does he study situations and suggest to committees or to his group things which ought to receive attention?

Does the president see that proper financial records and minutes are kept?

Does he secure prompt and regular attendance at meetings?

Is everyone who handles money or other property for the group required to make a prompt and accurate accounting?

Does he, himself, maintain an unselfish attitude toward the work of his group and is he able to secure that attitude among others who are working in the organization?

Is the test, "for the good of the school," applied to all topics under consideration.

YOUTH EXPLODES MYTH: THEY DO LIKE SCHOOL

Each year the United States spends billions of dollars on its schools. So, it is important to know how well the youngsters like the schools on which we spend so much. Many Americans still cling to the belief that youngsters do not like school. It is almost an American tradition to picture the average schoolboy playing "hooky" or daydreaming of the swimming hole while he is supposed to be studying.

According to a nationwide survey by the Purdue Opinion Poll for Young People, reported by the *Chicago Sun and Times*, four out of five teen agers like school. The question asked was: Taking everything into consideration do you or do you not like school? Seventy-nine per cent said they do like school; 14 per cent said they do not like school; 7 per cent were undecided.

The favorable attitude toward schools expressed by teen-age youngsters reflects the vast changes in American education during the past 50 years. But one youngster in five still says that he does not like school, or he is undecided about his feelings on the subject. As long as 20 per cent of the students feel this way, it is certain that there are still improvements to be made in the educational system. Ways must be found to make the schools more attractive.

The Purdue Poll found that boys and girls had just about the same attitude; both liked school. A total of 77 per cent of the boys liked school and 80 per cent of the girls were of the same belief.

Youngsters at every grade level registered a favorable attitude but those in the high grades were slightly more favorable than those in the lower grades. In the ninth grade 78 per cent were favorable; in the tenth grade, 80 per cent; in the eleventh grade, 81 per cent; and in the twelfth grade, 80 per cent.

In the study it was found that southern children are all for their schools. Even though the expenditures for education lag in the south, it is found that the children are favorable to the school. In the south 80 per cent are favorable; in the midwest, 82 per cent; in the east, 73 per cent; in the mountain and Pacific states, 79 per cent.

Despite the poorer school facilities, serious overcrowding, and overworked teachers, 77 per cent of the pupils said they liked school, while 82 per cent in the higher group were favorable.



*Principal, Glens Falls High School, Glens Falls, N. Y.

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by

Wm. Geo. Bruce and Wm. C. Bruce

FORESIGHT IN SCHOOL ADMINISTRATION

IT IS by no means new to find that administrators are confronted with financial worries. The gap between school needs and the funds available is at times embarrassingly wide. This is especially true when enrollments and salaries, and costs of all kinds, are rising and when income from taxes is moving forward at a much slower rate. The problem then is to seek economies where these can be made without endangering total efficiency, and to boldly increase to the limit of the community willingness and of the law, those budget items essential to the maintenance of teaching efficiency and the continuation of basic services.

Such an approach to budget making necessarily includes long-term planning so that current limitation of outlays in such matters as repairs, new buildings, equipment, books and teaching materials, janitor service, etc., will not seriously hamper future efficiency. Whether the school population is growing or declining, there is wisdom in carefully judging each current outlay against the long term situation. A school system cannot be static. A community is constantly changing; its social needs cannot be allowed to decline or stand still; its economic situation and property values may drop or rise and may thus affect taxes and school support. The educational services of the schools must be constantly planned for growth on all levels and for the betterment of such work as adult education, high school education for life adjustment, vocational courses, and community upbuilding through recreation. And instructional betterment must be kept in mind in the improvement of teaching standards, through better professional preparation of new teachers, in-service training, and small classes.

In any long-term educational-financial planning the school plant is a major problem. Growth and shifts in population involve additions to old buildings or entirely new structures. Even where population is not increasing, the growth in school services has made elementary buildings at least partially obsolete, and there is great need for gymnasiums, auditoriums, shops, home-making rooms, libraries, and new space for preparing and serving lunches. The com-

plete neglect of building repairs during and in the years following the war has built up a terrific amount of needed replacements of plumbing, lighting, and heating and ventilation equipment, to say nothing of simple repair of floors and walls, interior and exterior painting and provisions for fire safety. These elements of annual school outlay have been neglected shamefully and deserve to be given a first place in all long-term planning.

School authorities, particularly school board members, can hardly do any of the planning suggested without studying the local municipal financial situation and participating in local and state efforts for finding new sources of income and for safeguarding established school taxes. The teachers' associations have long ago found the error contained in the notion that it is the legislator's job to find the moneys for higher school costs. The job belongs to the school authorities as an essential element of budget making and underlies all educational-financial planning.

RADIO IN SCHOOLS

THE Federal Communications Commission, through its chairman, has sharply criticized schools and schoolmen for not introducing FM radio stations for instructional purposes. Of 800 stations possible within the band allotted to the schools, only 17 stations are operated by educational organizations and city schools.

While it is quite true that the schools have been slow in accepting radio, the FCC errs in abusing schoolmen. Chairman Coy does not appreciate the difficulties which surround the introduction of a radio instructional program, the adjustments which must be made in daily school programs, and the expense involved in providing school buildings, especially those with many departments and classrooms, with the necessary receiving sets.

It is true that vastly larger use should be made of radio, but we think that the progress should come naturally when materials are available, when teachers have been trained to give and to use broadcasts, and when the whole program has been integrated. As soon as teachers and supervisors are convinced what effective teaching is possible through FM broadcasts, we may expect a rush to develop state, as well as county-wide and city stations. Perhaps FCC might distribute some helpful broadcast information based on sound experience. School boards and superintendents will then be encouraged to break down their conservative use of traditional instructional methods and to add radio to the new and proved use of films and other modern devices.

COST OF LIVING AND SALARIES

PLANS for adjusting salaries of school staff members on the basis of cost-of-living indexes have been consistently ignored by school boards. Still the basic idea of more or less automatic adjustments every half year, or year, has much to commend it. The present criticism of 1948-49 salary schedules which were made last winter, and which do not reflect the increases of 12 per cent in foods and 9 per cent or more in commodity costs, would be overcome by such a plan without a total revamping of the present schedules.

The difficulties with automatic cost-of-living adjustments seem to be twofold. Teachers hold that the index of the U. S. Bureau of Labor is adapted to the ordinary run of private employees and does not recognize their especial professional and social status. They fear that a recession of prices will bring a reduction of salaries.

We seriously believe that the cost-of-living salary plan should be adopted by boards of education, but we hold that such plans must be reviewed at least once in each three or five years in the light of the growth in professional preparation, the rise of teachers in social appreciation, the relative increases of income of comparable professions. Unless the plan is thus redirected to meet individual economic needs of school workers, discontent and unrest will inevitably develop. No administrative device can be considered acceptable except in the light of changing conditions and changing people.

TEACHERS AND SCHOOL BOARDS

THE National Education Association has just reprinted its collection of state codes of teachers' ethics and has naturally included its own statement adopted in 1941. It is interesting to note that in the forty odd statements which generally set up remarkably high ideals of personal and professional conduct, minimum attention is given to the direct relationships of the teacher to the board of education.

The attitude of a number of the codes is clearly critical of the board of education, and in several instances, there is an intimation that unethical practices are to be ascribed to attitudes and policies of the boards and their executives. In contrast, the teachers of Mississippi and New Jersey express a frank acceptance of the responsibility of the individual teacher to the representative board of education and its executives. The New Jersey statement reads:

1. Teachers should always fulfill their obligations to the board and to the community which the board represents, and should regard contracts as sacred obligations never to be broken or re-

Word From Washington

Are the Children in Your School Safe From Fire?

Elaine Exton

garded lightly. In general, teachers who are moved by the highest considerations for the profession will seek release from contracts before their expiration only for the gravest and most important causes. There is probably no action which brings the profession into greater disrepute with men of business, or with the public generally, than for teachers to disregard the obligation of contracts. The practice cannot be too severely condemned by the profession itself.

2. Loyalty should invariably characterize the words and actions of teachers everywhere. As long as one remains a member of a school organization, loyalty to its interests and those of the community demand the entire suppression of irresponsible criticism of the board of education, the school organization, its policies, and its officers. Especially to be avoided and condemned are inciting, encouraging, or tolerating antagonisms among pupils toward officers or policies, indulgence in outside criticism, and ill-natured gossip. Above all, no teachers worthy of the name will engage in organized conspiracy against executives. A like attitude of loyalty and reserve should govern executives in the relations with teachers.

3. Teachers should remember that boards of education are the elected representatives of the people, serving without compensation, to look after the educational interests of the community. Their attitude toward them should be actuated by good will and confidence. When boards err, teachers should receive and treat their actions as they would like to be treated were they opposed or misunderstood. For that reason any protest to boards of education or executives against a policy likely to impair the best interests of the schools and the teachers should be presented officially and in a dignified manner, to the school officials concerned. They in turn should give such protest official recognition and consideration.

4. Teachers should regard executives as the proper medium of communication between themselves and the board. In districts without such officers, however, communications with the board should be written and sent to the district clerk. Individual members of the boards of education represent the board in its relations with teachers only when authorized by the board of education. If a grievance arises, or if there is a question of salary, promotion, or assignment of work, it should be submitted to the immediate executives. Failing to obtain satisfaction, teachers may then appeal the case until the highest authority is reached.

5. Between teachers and executives there should always be found the confidence which arises out of a complete understanding and the mutual attitude of being co-workers in a great cause. Each should maintain a justifiable pride in the work of the other. Each should feel that his or her success is impossible, in the fullest sense, without the corresponding success of the other.

6. Teachers who fail to meet the needs of the school or the community are entitled to a frank statement by the chief executive or other authorized representative of the board of education, of the cause, and should never be subjected to the humiliation of a nonelection without due notice. This information should also come in time so that they may seek positions elsewhere.

7. The appointment of teachers should be based solely on merit. No other should be so quick or so zealous to insist upon appointments under such a system as teachers themselves.

The foregoing high acceptance of responsibility by teachers sets up in any community a corresponding responsibility upon the part of the board of education.

A fire breaks out, somewhere in this country, every 20 seconds of the day and night. In the past 24 hours 22 persons probably lost their lives in burning buildings and home accidents. Every day 10 children of elementary school age and under are burned to death in the United States. Each year fire kills almost 11,000 Americans and maims and disfigures many more.

The Nation's Mounting Fire Loss

While the nation is experiencing an acute housing and school building shortage, more than 300,000 homes and 2300 school and college buildings are annually being ravaged by flames. Fires that were largely preventable caused a property loss of \$709,839,000 during June, 1947, through June 30, 1948, the heaviest fire cost for a 12-month period in the history of the United States, and a sum twice as large as Bill S.472—which passed the United States Senate on April 1, 1948—proposes for equalizing educational opportunities for America's children. The amount represented by this fire loss would be enough to provide almost a thousand dollar raise for each of the nation's public school teachers.

These ghastly figures have been garnered from the National Board of Fire Underwriters and other reliable sources. Shocking as they are they do not tell the full story of the tragic consequences resulting from the more than 830,000 fires that occur annually in this country. In addition to blighted lives the fire toll includes ruined businesses, lost jobs and wages, reduced incomes and savings, wasted natural resources, damaged forests and grazing land, the destruction of thousands of tons of food urgently needed here and abroad as well as many other irreplaceable things.

Fire Prevention Week

Because of facts like these, since 1922 each of the nation's Presidents has annually proclaimed the week including October 9, the anniversary of the great Chicago Fire of 1871, as "Fire Prevention Week," a time for focusing public attention on the grave need for fire-safety activities. In a recent proclamation setting aside October 3 through 9 for this purpose, this year the President of the United States has earnestly requested that "as a nation and as individual citizens, we dedicate ourselves during that week to waging a year-round campaign against the menace of fire."

Importance of Fire-Safe Schools

Dr. N. E. Viles, the U. S. Office of Education's Specialist for School-Plant Management, estimates that 50 per cent of the nation's schools have fire hazards that imperil the wel-

fare of students, and points out that enlarged enrollments are increasing fire risks in many schoolhouses, by causing pupils to be crowded into overloaded classrooms and into basement and attic areas where fire safety is almost impossible.

Protecting pupils from the peril of fire is a round-the-calendar responsibility for school administrators and for all who have accepted school stewardship in any degree. The annual observance of Fire Prevention Week affords an appropriate occasion for checking up on the fire hazards present on school premises and launching an extensive fire safety drive to last throughout the year.

About 32 million children and young people between the ages of 4 and 24—more than one fifth of the nation's population and the oncoming generation with whom the nation's hopes for the future rest—are attending some form of day school in this country. Of this number, 25,600,000 students are enrolled in public schools. The average public school pupil is actually at school 5 or 6 hours daily, 5 days a week, 7½ months annually, for a period of from 6 to 12 years; one half go for the entire period. Since the compulsory attendance laws of the various states require the child to be in school for much of this time parents are justified in insisting and should insist that school authorities provide fire-safe surroundings for their children.

Conditions Favoring Inception and Spread of School Fires

The vulnerability of schools to fire is well illustrated in a study made by the National Fire Protection Association of 1116 school and college fires between 1930 and 1945 in which a total of 384 persons perished and the average property loss amounted to \$65,278.68, with the damage in some cases exceeding \$500,000. (School fires cause an estimated property loss of more than 8 million dollars annually.)

On the basis of reports received on these 1116 individual fires the investigation concludes: "The two areas where most school (and college) fires start are service quarters such as heating plants or janitor's rooms and students' rooms. . . . Basements, boiler rooms, storerooms, and closets are extremely hazardous. . . . Classrooms, laboratories, workshops, auditoriums, and dormitories are other frequent starting points for fire.

"Improperly installed or faulty electrical fixtures and wiring, and careless handling of matches and cigarettes, total 28.7 per cent of all causes. Proper installation, handling, and upkeep of heating equipment, chimneys, and flues would eliminate another 14.7 per cent of

WORD FROM WASHINGTON—Continued

school fires. Faulty disposal of waste materials, and careless piling of rubbish near heating equipment often are fire causes.

"Causes of fires in school buildings are secondary in importance to structural features which permit the fire to spread or cause fatalities. . . . More than two thirds of the fires in this survey occurred in brick and stone walled schoolhouses. The interior construction of a school building is far more important in school fires than exterior finishes. Flammable sheathing and open stairway construction spread fire. Combustible construction and combustible furnishings make fuel for a school fire. . . . Automatic sprinkler protection is recommended for all school buildings of combustible construction and also to protect hazardous areas in buildings of fire-resistive construction."

To promote safe buildings the National Fire Protection Association issues a *Building Exits Code*¹ which furnishes practical suggestions for preventing fire disasters. A section on school protection discusses at length such subjects as fire walls and their use, alarm systems, safe placement of laboratories and workshops, the protection of open space such as gymnasiums, the proper location and arrangements of stairway and fire exits.

Recommendations for Reducing School Fire Hazards

Among the measures to reduce the possibility of school fires recommended in the *Fire-Prevention Education Report*² of the President's 1947 Conference on Fire Prevention are the following:

The school administrator should seek the advice of fire-protection authorities and obtain as much authoritative literature as possible, so as to develop an alertness to fire hazards.

The school administrator should take every action necessary to insure that safe escape, in event of a fire, is a virtual certainty. This requires that the following features be provided in accordance with current, recognized codes:

a) Elimination of unprotected vertical openings, with special attention to open stairways.

b) Provision of smokeproof and fireproof escape towers.

c) Adequate exit doors equipped with panic hardware.

d) Effective exit drills, carefully planned with provisions for shutting down hazardous operations and obtaining an accurate roll call.³

The school administrator should organize

¹The current edition of the *Building Exits Code* may be purchased from the National Fire Protection Association at 60 Batterymarch Street, Boston 10, Mass. Price, \$1 a copy.

²Copies of the *Report of the Committee on Fire-Prevention Education* referred to above may be obtained free of charge by addressing a request to the President's Conference on Fire Prevention, Federal Works Agency, Washington 25, D. C.

³Suggestions concerning fire drill procedures are presented in U. S. Office of Education Pamphlet No. 103, 1948, *School Fire Drills*, by N. E. Viles, which can be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 10 cents a copy.

and develop the local program of school plant and fire protection.

a) A committee is suggested with a broad representation of the faculty, which will study and list all existing hazards with the aid of local fire-inspection authorities.

b) Particular attention should be devoted to the following features:

1) Heating, ventilating, and air conditioning systems: a prolific source of fire, particularly in old buildings.

2) Electrical systems: thorough inspection and elimination of overfusing are key points.

3) Storage arrangements: elimination of unnecessary storage wherever possible; particular attention should be given to the removal of



unused or damaged equipment, and all storage beneath stairways or in stair shafts should be prohibited. The remainder of the storage should be confined to incombustible areas.

4) Shops: high-temperature devices and inflammable liquids require special handling.

5) Home economics and laboratories: good-housekeeping and proper storage equipment are of paramount importance.

6) Cafeterias and kitchens: grease accumulation and isolation of eating areas from kitchen are key points. (Cafeterias should be arranged so that no pupil will have to pass near an oven, stove, or open flame.)

7) Auditoriums: flameproofing of curtains (costumes), and scenery, and adequate exit facilities, are major factors.

Teaching Essentials of Fire Safety

The administrative responsibility of school executives with respect to fire safety should extend beyond providing for the protection of all school property—including buildings, grounds, and transportation facilities—and the lives of persons using school structures, important as that is, to comprehend curriculum activities designed to develop habits and skills of safe action in the presence of destruc-

tive fires. The school superintendent should see to it that education for fire prevention does not become a neglected area in the school's program but extends throughout the child's school life.

Fire safety should properly be made a subject for study throughout the school year at those points in the curriculum where it is a natural outgrowth of problems or experience. Opportunities for teaching essentials of fire safety through social science, physical science, health, vocational agriculture, and home-economics classes should be fully utilized.

Dr. Helen Mackintosh, Chief of Instructional Problems, Elementary Division, U. S. Office of Education, suggests that the fire prevention instruction program at elementary levels be so arranged that the children themselves develop the ability to recognize fire-safety problems, discover fire facts, and apply the fire-prevention knowledge they have acquired through planning and doing activities.

A number of fire-safety education activities that would be suitable for children of elementary age to undertake are described in her bulletin, *A Curriculum Guide to Fire Safety*.⁴ These include: Checking the school and grounds for fire safety (forms for school inspections are available free of charge from the National Board of Fire Underwriters at 85 John Street, New York 7, N. Y.); co-operating with annual fire-prevention and clean-up weeks by giving an assembly program based on demonstrations; visiting the local fire department; conducting an inspection tour "hazard hunt" of the neighborhood to list fire hazards; dramatizing what to do in case of a home fire; inspecting homes for common fire hazards (forms for home inspection are available free from the National Board of Fire Underwriters and from the National Fire Protection Association).

Dr. Mackintosh stresses that every effort should be made to interest parents in fire safety and that in the elementary grades many activities should be planned to carry over from the school into the home where the assistance of parents may be enlisted by the children and then be reported back to school for further planning and action. Obtaining the co-operation and understanding of parents is particularly important in view of the fact that nearly every other minute in the United States someone's home is going up in smoke and nearly 7000 persons—half of them children—are killed each year in fires that destroy these homes.

The Fire Prevention Education Committee of the President's Conference on Fire Prevention suggests these fire-safety instruction measures for secondary schools:

Pupils should have a working understanding of state laws and local ordinances that control various agencies and give them responsibility for fire protection.

Each student should participate in a survey
(Concluded on page 55)

⁴This U. S. Office of Education Bulletin (1946, No. 8) is on sale at the U. S. Government Printing Office, Washington 25, D. C. Price, 10 cents a copy.

WORD FROM WASHINGTON

(Concluded from page 52)

for fire hazards either in the home, school, or other public building. (Only one such survey should be attempted at a time). For example, if a survey of homes were the project selected, it should tie in preliminary instructions as to hazards in the home, danger spots, pictures of fires, how to extinguish fires in the home in their early stages, escape methods for the home, and a few interesting statistics on home fires. These features, in addition to the completion of an inspection blank with the development of recommendations, will give the students a sound basis for coping with fire problems of his environment.

Careful attention should be given to acquiring the habit of safety in doing common things that the student will be faced with for the remainder of his life. For example, the dangers of smoking in bed should be thoroughly discussed (careless smoking is the most common cause of fire in this country) and the safe method of lighting gas appliances should be described and analyzed.

Fire Prevention Activities of NEA

With the rising loss of lives and property through fire, Dr. Robert Eaves, Secretary of NEA's National Commission on Safety Education, emphasizes that the need for fire prevention education is greater today than ever before. He believes that "schools need to take advantage of opportunities to teach fire prevention as an integrated part of the curriculum, particularly through the social studies, sciences, home economics, and practical arts" and reminds that "this is a phase of practical education that helps to improve the community and conserve our resources for the creation of a better world."

The National Board of Fire Underwriters has recently turned over a grant of money to the National Education Association for the use of its National Commission on Safety Education in developing a program of fire prevention education. An advisory committee under the chairmanship of Dr. Edgar Fuller, Director of the Division of School Administration of the U. S. Office of Education, has been appointed to guide this work. Activities include preparing a variety of materials and supplementary aids for school administrators and teachers, ranging from handbook to traveling educational exhibits, radio scripts and recordings. Experimental projects will be carried on in a number of public school systems to determine the most effective ways to teach fire prevention in all grades.

Interest of the U. S. Office

The U. S. Office of Education has demonstrated its interest in problems of school fire safety by asking Dr. N. E. Viles of the School-housing Section to devote a considerable portion of his time to counseling with school officials on protection against school fire hazards. Dr. Viles recognizes that school time is important but he would like school executives to bear in mind that "saved school time means little to the child who failed to get out when the schoolhouse was destroyed

by fire." He says that each new school building should be planned and designed to provide a maximum amount of fire safety and that each existing unsafe schoolhouse should be

made fire safe, warning that "if this cannot be done it should be abandoned." In Dr. Viles's opinion no child should be expected to continue in school in unsafe buildings.

Economics and Aesthetics of Chalk

J. R. Shannon¹

An army air forces preflight school during the recent war was manned by a group of lawyers, and they — believe it or not — were economy minded. Among the attempted economies was the provision of a very cheap grade of blackboard crayon. This chalk was brittle, gritty, and dusty; it left a muss in the chalk trough and on the hands and clothing of the teachers. It clearly was not aesthetic. Was it economical? Might a more costly grade have been more economical and aesthetic? The situation suggested an experiment.

Procedure of Experiment

Samples of four grades of blackboard chalk were obtained from a leading crayon manufacturing company, and the retail price per gross of each grade was quoted by the company's Indianapolis agent. The prices of the

four grades were 80 cents, 68 cents, 52 cents, and 48 cents. The four grades, therefore, are designated in this report as 80, 68, 52, and 48.

A number of measures of the economics and aesthetics of the four grades of chalk had to be devised. In all cases, careful controls were maintained to assure validity of data. Seven measures — three strictly objective, three wholly subjective, and one partly objective — were decided upon. The measures, their justification, and the method of administering each, will be understood from the following paragraphs.

WEIGHT. Obviously, if one grade of chalk costs 15 per cent less than another but weighs 25 per cent less, the advisability of its purchase is economically highly questionable. The scales used for weighing sticks of crayon were so delicate that differences of less than a thousandth of a gram could be detected. All weight data were translated into avoirdupois, however, for the present report.

BRITTLINESS. It isn't practicable to use 100 per cent of a stick of chalk. When the stump



Measure of adhesiveness of chalk as shown by uniform erasure pressure. Scale of white to black measure at right.

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Hyloplate Lite Site is a refreshing and eye-pleasing green chalkboard that brings beauty and brightness to your classroom. Lite Site gives its pleasant brightness back to the room to provide proper distribution of classroom light and aid in better seeing. Yes, Lite Site will make your classroom lighter and brighter — a more pleasant place to live and work in.

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For the Child's Sake—Select Hyloplate Lite Site
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becomes too short, it is thrown away. But if some grade of chalk is brittle and breaks easily, an additional stump has to be wasted for every break.

The procedure for measuring brittleness consisted of suspending a bucket by a light cotton rope from the middle of a stick of chalk. The chalk was supported by fine metal rings $1\frac{1}{2}$ inches from the middle. Sand was then poured slowly into the bucket till the stick broke. Then the bucket, rope, and sand were weighed. Three sticks of each grade were used in this phase of the experiment, and the median recorded for this report.

There is no satisfactory way to measure resistance of chalk to breaking by dropping on the floor or striking the blackboard too hard in dotting an *i*. No grade of chalk will

withstand such abuse. It was assumed for present purposes that breakableness of grades of chalk by other means than the one measured would be in the same proportions.

Measuring Feet of Writing

FEET OF WRITING. The best measure of the relative economy of different grades of chalk is the number of feet of writing in a stick. The most elaborate work and care in the whole experiment were employed in this phase.

First, the speed of writing was measured. Five men wrote on a blackboard, each writing the letters of the alphabet in one continuous line without lifting his chalk from the board. Each wrote at his own normal speed, in letters normal size for him, and for ten seconds. The blackboard was then laid flat

on a table and twine laid over each man's writing, thus determining the number of inches of writing per second. The median was 123 inches in ten seconds. Therefore, in the experiment later, the different grades of chalk were moved in a straight line at a speed of a foot a second.

Second, the pressure on the four grades of chalk was kept constant. In order to determine what the uniform pressure should be, three women and four men alternated between writing on the board and pressing downward on scales with what seemed equal pressure until each was satisfied he had a fair measure of his writing pressure. The pressure finally used was eight ounces on each stick of chalk.

Third, a tripod (shown in accompanying picture) was devised with hollow legs to hold a stick of chalk each at an angle of about 45 degrees to the blackboard. The front leg of the tripod was a dummy. Lead slugs were placed on the tripod in such number as to bring the weight on the two sticks of chalk (including both slugs and tripod) to one pound, or eight ounces per stick.

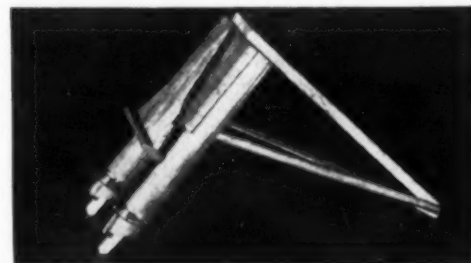
Fourth, the tripod was pulled by a fisherman's reel, in order to control the speed and keep it uniform, at the rate of a foot a second.

Fifth, setscrews pressing on brass liners in the hollow legs of the tripod held the chalk in place. The sticks of chalk were turned in their sockets 90 degrees after each ten feet of writing. Since two of the grades of chalk were tapered in shape (frustums of cones), each end of each stick was worn off equally in weight, so as to be comparable in width of line with the cylindrically shaped sticks of the other two grades.

Sixth, the tripod was pulled ten feet over a rough slab of slate blackboard laid flat on a table, the weight and speed of pulling kept constant for all grades of chalk. This was continued for each grade until the two sticks in the tripod were about half used up. Then, by accurate measurement of the remainders of the sticks, percentages of original weight of the sticks were computed, and the total feet of writing in a stick (allowing for no stump or butt) readily calculated to the nearest whole foot. One hundred per cent consumption of a stick was used in the calculations because there is no way to regulate the length of butts which teachers and students throw away.

Other Important Measures

SUBJECTIVE MEASURES. Economic measures can be made more objectively than aesthetic



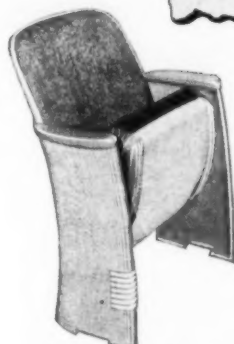
Tripod used for testing wear of crayon.

ones. The relative ease of drawing different sticks across a blackboard (called *smoothness*), the relative freedom from irritating sounds resulting from drawing different cray-

(Continued on page 58)

American BODIFORM Auditorium Chairs

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Findlay Senior High School Auditorium, Findlay, Ohio

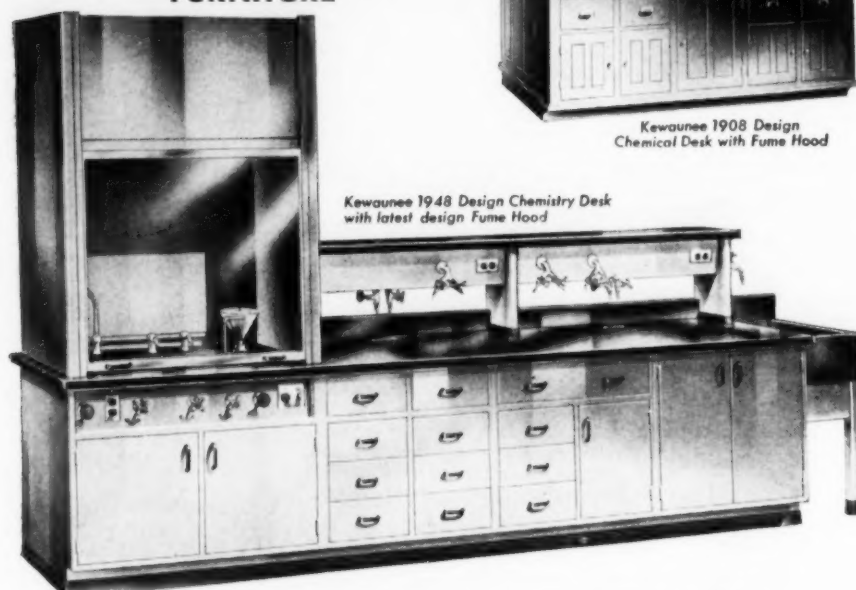


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(Continued from page 56)
ons across the board (called *grit*), and the relative aesthetic effects of lines on the blackboard drawn by different grades of chalk (called *appearance*) could not be determined except subjectively. Ratings for each of the four grades of crayons were made on each of these three aesthetic qualities by seven people working separately.

ADHESIVENESS. If some grade of chalk makes a suitably effective and aesthetic line, but at the same time can be erased from the blackboard with relative ease, it is preferable to another grade — other things being equal — which can be erased only by repeated scourgings with an eraser and maybe eventually with a damp cloth or sponge. It was the opinion of the experimenters that some of the grades of

crayon could be erased easily but that some of the others could not.

A semiobjective measure of adhesiveness consisted of making with each grade of chalk six parallel four-inch lines five inches apart. The lines were made with the same tripod, under eight-ounce pressure, as before. The vertical columns of parallel lines were two inches apart. Then five of the lines made by each grade of crayon were erased under controlled conditions. The second line in each column was given one stroke by an eraser, the third two strokes, the fourth three, the fifth four, and the sixth five. The erasing was done by stroking a two by six-inch felt eraser broadside down each vertical column. The eraser was cleaned thoroughly after its use with each grade of chalk, and a uniform

pressure of two pounds was maintained by resting on the eraser the hollow legs of the same tripod used in drawing the lines earlier. The blackboard was then photographed.

OTHER MEASURES. Other measures of the economics and aesthetics of chalk are desirable but not practicable. No control can be kept over the amount of chalk children steal or throw at one another. No practicable means is available for measuring the amount of chalk dust on the hands or clothes, or in the chalk troughs, the erasers, or the air.

The Results Summarized

It is nothing short of amazing the amount of writing which is possible with a good grade of blackboard crayon. On the rough slate used in the experiment, and with somewhat heavier pressure than normal or necessary, grade 80 crayon produced 4038 feet of writing. With less abrasive blackboard, one probably could get a mile of writing. How economical a purchase is grade 68, or grade 52, or grade 48? The results of the objective measures of relative economy of the four grades of chalk are shown in Table I.

TABLE I. Objective Measures of Relative Economy

Grades	Weight of one stick Ounces	Weight needed to break in middle Ounces	Length of writing Feet
80	.377	80	4038
68	.345	73	3811
52	.222	47	2069
48	.215	46	1698

Table I goes farther than merely showing ounces of weight and feet of writing. It translates all relative measures into ratios. The ratios of the cost of the four grades of crayon are 80, 68, 52, and 48. By arbitrarily assigning a ratio of 80 to each measure of the top-priced grade of chalk in Table I, the measures for the cheaper grades were translated into comparable ratios by simple arithmetical computations. Thus the second-most expensive grade, with a cost ratio of 68, in comparison with the top-priced grade of 80, has other ratios of 73, 90, and 76. Thus, it seems from the data in Table I, the 68-cent chalk is the most economical buy. And the two cheapest grades, with their more significant ratios being less than their ratios of cost, do not appear to be really economical; they are just cheaper per stick.

But the objective measures are not all. A summary of the subjective measures (measures of aesthetics) is shown in Table II. The

TABLE II. Subjective Rankings of Aesthetic Qualities

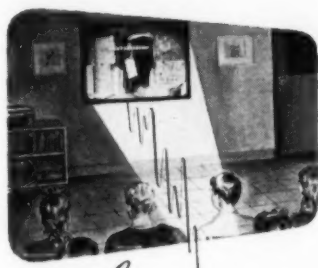
Grades	Smoothness	Grit	Appearance
80	1	1	1½
68	2	2	1½
52	4	3½	4
48	3	3½	3

rankings indicated in the table, representing the majority opinion of seven judges, suggest that neither of the cheaper two grades compare favorably aesthetically with the more expensive grades, although the 48-cent grade is ahead of the 52-cent, on the whole. These differences, however, cannot be expressed in arithmetical ratios.

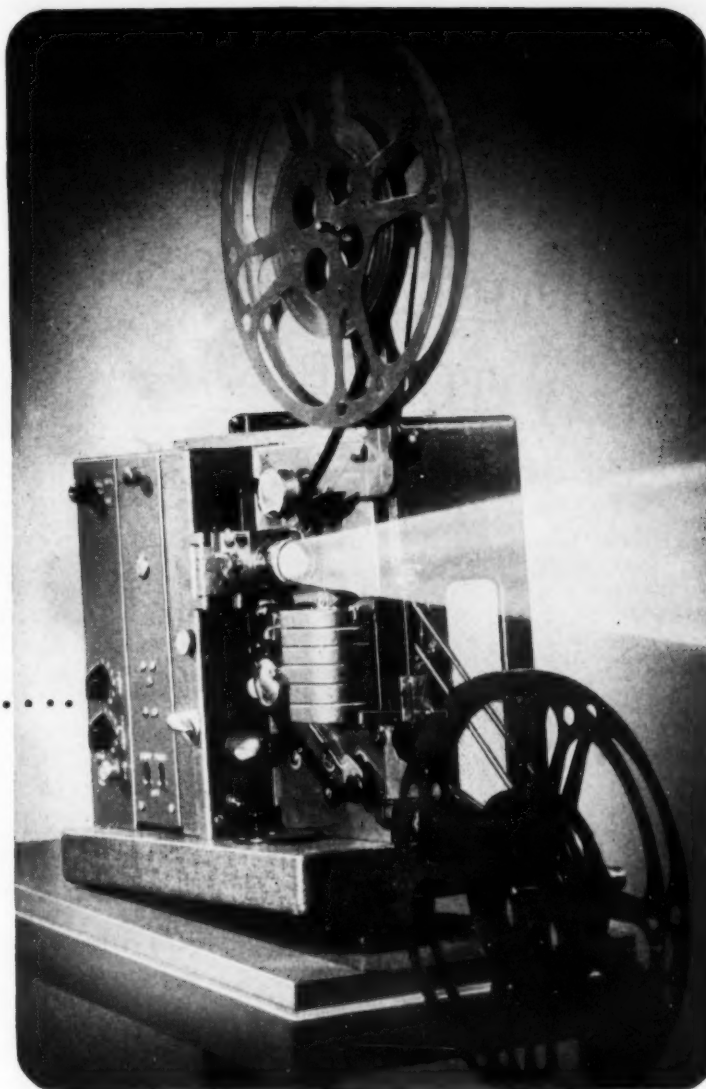
The semiobjective measure of adhesiveness is shown in the accompanying halftone. At the right in the picture is a gray scale of ten

(Concluded on page 61)

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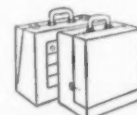


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ECONOMICS OF CHALK

(Concluded from page 58)

shades from white to black which might be helpful in comparing the different sets of parallel lines and the relative ease of erasing marks made by the different grades of chalk. Although complete objectivity is not possible, it nevertheless is clear that grades 52 and 48 were harder to erase than 80 and 68, and that perhaps 68 is best of all.

A Few Conclusions

The army did not save money by using 52. Both economically and aesthetically its purchase was unwise. That which is cheapest may not be most economical, be it chalk or any other item of school equipment or supplies. On the other hand, that which is most expensive may not be most economical. In the present situation, crayon 68 seems, on the whole, to be preferable. Only by controlled experimentation can a purchaser find out the best buys.

School Board News

NEW YORK'S ENLARGED BOARD

Since July 1, New York City has had a board of education numbering nine members, one from each of the smaller boroughs and two from Manhattan, Brooklyn, and the Bronx. The New York Sun remarks:

"Whether a school board consists of seven members or nine—or any other number—is far less important than the caliber of men who constitute its membership. For many years past the old board of seven was made up of men and women who showed a high-minded sense of public duty. They took their jobs seriously and, though their actions did not always please everyone concerned, there was rarely even a hint that their decisions were dictated by ulterior motives. Mayor O'Dwyer's appointees now constitute a majority of the board. We trust that their record of devotion to the public service will live up to that established by their recent predecessors."

SCHOOL BOARD NEWS

► Lincoln, Neb. The school board has adopted a new policy barring advertising from the schools and on programs listing players at athletic events. Equipment placed in the hands of pupils must not contain advertising but an exception was made in the case of calendars used by teachers in the classrooms.

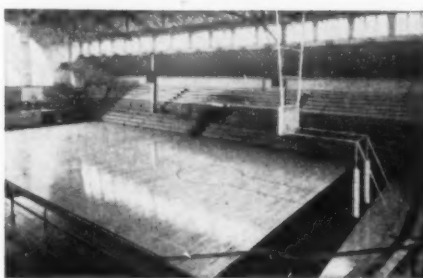
► Ruthven, Iowa. The school board has purchased one of the rural school buildings and has remodeled it for use as a residence for the music supervisor.

► Three Rivers, Mich. The school board has adopted new tuition fees. Children in the first six grades must pay \$50 per year, and those in the seventh to the twelfth grades \$75 per year.

► Clint, Tex. The school board has endeavored to solve its teacher housing problem by building teachers' homes. Two units have been completed, at a cost of \$15,000. One will house the superintendent.

► Racine, Wis. Tuition fees for nonresident students have been increased this year. The new fees set the rate for kindergarten pupils at \$30 per semester, and for pupils in the first eight grades at \$75 per year.

► Clinton, Okla. The responsibility and management of the school lunch program has this year been turned over to the home-economics department. The change transferring the management from the parent-teacher council to the school board is in line with a recommendation made last spring by representatives of the state school lunch program.



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HILLYARD SALES CO.'s

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► Ann Arbor, Mich. The school board has purchased a sound system for the senior high school. The system cost \$4,420, and is equipped with 76 speakers, one for each room in the building.

► Silvis, Ill. The school board has purchased an audiometer for use in speech-correction classes. The cost was \$265.

► Cape Girardeau, Mo. The school board has adopted new tuition rates for nonresident students. The new rates will be \$181.57 for high school students, \$99.36 for elementary pupils, and \$100.24 for pupils in the Cobb School.

► Tobasco, Tex. A new school cafeteria was opened at the beginning of the fall term. The lunch program will be conducted with the aid of federal lunch funds. Improvements in the curriculum include expansion of the music, art, and commercial departments.

► Oconto Falls, Wis. The school board has adopted a rule prohibiting the loaning of band instruments for out of school dance band work.

► Green Bay, Wis. The school board has approved new tuition rates for nonresident students. The new rates are \$85 for kindergarten children and \$150 for elementary pupils.

► Green Bay, Wis. The school board has adopted a new salary schedule for clerical workers, which became effective September 1. Amounting to \$7.50 per month, the increases will involve a total cost of from \$300 to \$400, which is included in the new annual budget.

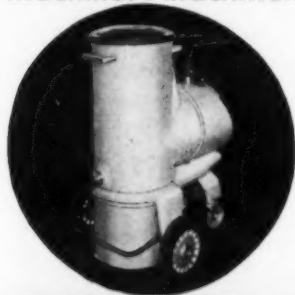
► New Orleans, La. The Orleans parish school board has prepared a budget calling for \$9,500,000 for the school year 1948-49, which is an increase of \$1,000,000 over 1947. A large part of the increase will go for maintenance and repair of existing schools involving an expenditure of \$750,000.



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School Law

Schools and School Districts

Public bodies as school districts, boards of education, boards of water commissioners, and boards of park commissioners are not "municipal corporations" or "municipalities" in the proper sense. — *State ex rel. Koontz v. Board of Park Commissioners of City of Huntington*, 47 South-eastern reporter 2d 689, W. Va.

A California school district is for a public purpose, and therefore, may be created, altered, or abolished at the will of the legislature acting either directly or indirectly through a local board of supervisors to which the exercise of such power has been delegated. Education Code of Calif., §§ 3761, 3762. — *Hammond Lumber Co. v. Board of Supervisors of Humboldt County*, 193 Pacific reporter 2d 503, Calif. App.

Territory in Montana may be detached from one school district and placed in another in the discretion of the county superintendent of schools, in first instance, or on appeal, in the discretion of the board of county commissioners to which power is delegated by the legislature even though the district losing territory may be crippled financially, if the action taken is not arbitrary or such as to constitute a legal fraud. — *Read v. Stephens*, 193 Pacific reporter 2d 626, Mont.

An order of a Texas county board of school trustees, detaching some 20 square miles of territory from a rural high school district and attaching it to an independent school district, if authorized by statute, was not an abuse of discretion, where over 90 per cent of the qualified voters of the territory sought to be transferred and signed the petition requesting that the transfer be made. Vernon's annotated civil statutes, arts. 2742f, 2922a et seq. — *Sabinal Independent School Dist. v. County Board of School Trustees*

of Uvaldo County, 211 Southwestern reporter 2d 331, Tex. Civ. App.

Where the power of administrative boards, whether termed legislative or quasi-judicial, to change the boundaries of school districts is exercised within the limits of the Montana statute that delegates power and in the discretion of the board exercising it, it is not subject to interference by the courts. — *Read v. Stephens*, 193 Pacific reporter 2d 626, Mont.

School District Government

Under a Kentucky statute, requiring members of county boards of education to have at least an eighth-grade education and stating that the qualification might be shown by school records, by teachers' affidavits, or by an examination, one seeking the office of a board member may qualify by taking an examination held under rules adopted by the State Board of Education if he is unable to prove compliance with the educational requirements in any of the other specified methods. KRS. 160.180. — *Com. by Dummit v. Mullins*, 211 Southwestern reporter 2d 133, Ky.

School District Property

The New York statute permitting the sale of school district lands and buildings not used for school purposes for a five-year period is applicable only to lands and buildings the fee to which is in the school district. N. Y. Education Law, § 402, subd. 2. — *Haskins v. Kelly*, 78 N.Y.S. 2d 912, N.Y. Sup.

School District Taxation

A constitutional provision that no Missouri school district shall be allowed to become indebted to an amount exceeding in any year the income and revenue provided for such year, permits the anticipation of current revenues to the extent of the year's income in which the debt is contracted or created but prohibits the anticipation of revenues of any future year. Mo.R.S.A. Const. 1875, art. 10, § 12. — *Pullum v. Consolidated School Dist. No. 5*, Stoddard County, 211 Southwestern reporter 2d 30, Mo.

Moneys and credits were properly included in the "assessed valuation of taxable property" in a South Dakota school district as a basis for determining the maximum indebtedness the district could incur under a constitutional limitation of indebtedness to 5 per cent of the assessed valuation of the taxable property. SDC 57. — 1201 et seq.; S.D. const. art. 13, § 4. — *Farrar v. Britton Independent School Dist. of Marshall County*, 32 Northwestern reporter 2d 627, S.D.

Liabilities incurred by a county municipality, a school district, etc., during a fiscal year in anticipation of revenue and within the limits of lawful tax levies are not "debts" within the meaning of the constitutional debt limit. S.D. Const., art. 13, § 4. — *Farrar v. Britton Independent School Dist. of Marshall County*, 32 Northwestern reporter 2d 627, S.D.

Teachers

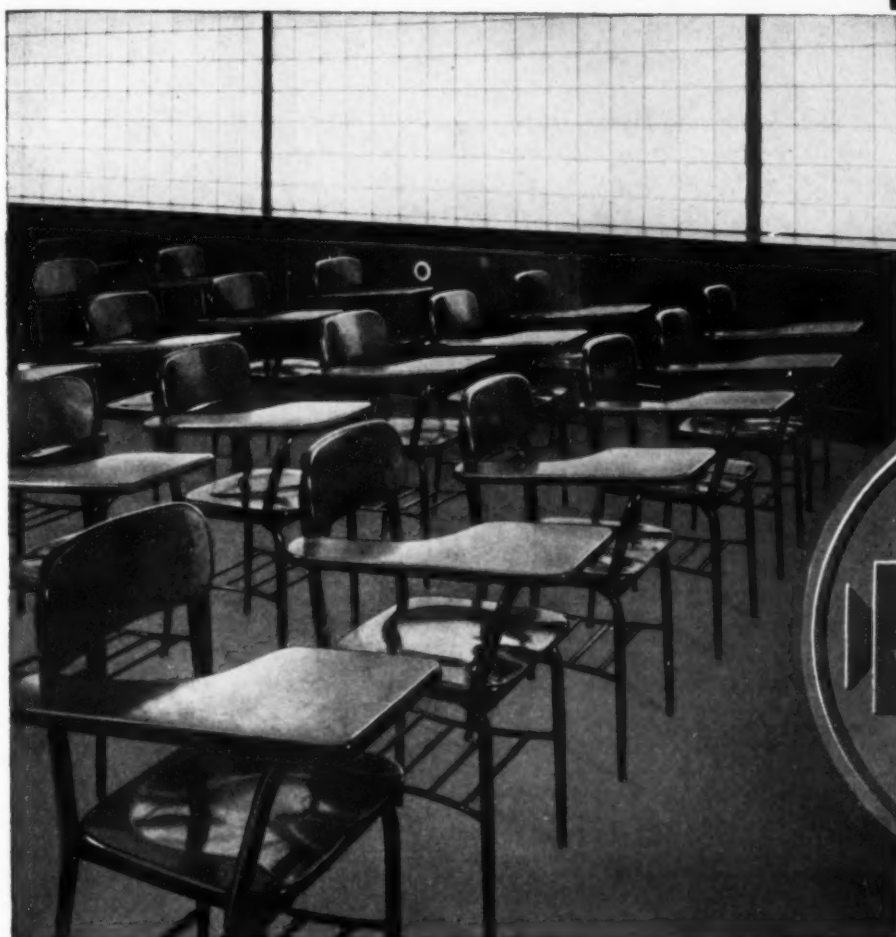
A "high school principal" is only a superior sort of teacher, and hence his demotion to the rank of a high school teacher by a vote of the school committee was not a "dismissal" requiring a notice and hearing, but the demotion did not authorize a reduction of his salary without his consent, in view of the statute prohibiting the reduction of salary of any teacher without his consent, except by a general salary revision affecting equally all teachers of the same salary grade in the town. G.L.(ter.Ed.), c. 43, as amended by the Mass. statutes of 1938, c. 378; c. 71, § 42, as amended by the Mass. statutes of 1934, c. 123. — *McCartin v. School Committee of Lowell*, 79 Northeastern reporter 2d 192, Mass.

► Supt. Barton L. Kline, of Beatrice, Neb., has been awarded a doctor of education degree by the Colorado State College in Greeley. His graduate study research was in the field of school finance.

► J. F. Lewis has been appointed supervisor of school cafeterias at Carlsbad, N. Mex. A former high school teacher, Mr. Lewis will be in charge of food purchases, equipment, maintenance, and accounting for the cafeterias.

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(ADDITIONAL ITEMS NEEDED)

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School Building News

► State Supt. G. Tyler Miller, of Richmond, Va., speaking before the Virginia Education Association in Fredericksburg on August 5, pointed out that at the present time the matter of providing needed new buildings and additions to existing buildings is one of the major educational problems. The problem, said Mr. Miller, has been aggravated by increasing enrollments since the war years, higher birth rates, and other factors. The high prices for labor and materials have made school construction almost prohibitive. Exhaustion of the literary fund for financing has contributed to the seriousness of the situation.

Mr. Miller stated that information is being secured from other states regarding design and type of school construction in an effort to secure the best information on lowering costs of school construction without reducing standards. Instructions and forms are being prepared by the School Building Service of the State Department which will be sent out to local school systems in order to secure up-to-date and accurate information on building needs. These needs will be listed as immediate needs, needs which should be realized within five years, and long-range needs which ought to be realized in a ten-year period. The main purpose of the study is to determine whether or not it is possible to save money in construction at this critical period.

► Harbor Springs, Mich. The school board has selected a tract of 14 acres of city-owned land, which the city has offered on a 99-year lease, for use as a school building site.

► Detroit, Mich. The school board has awarded the contract for the construction of the Samuel G. Mumford High School, to cost \$1,500,000. The school, to be erected in three sections, will accommodate 800 pupils, and will be completed by September, 1949.

► San Antonio, Tex. The school board has a number of school building projects under way, consisting of several new elementary schools, three physical education plants for the senior high schools, and a large central gymnasium to serve the entire community.

► Topeka, Kans. The school board has approved the plans of Architects Geist & Ekdahl for the new Oakland School. Bids will shortly be received and contracts will be let about January 1, 1949.

► Sheboygan Falls, Wis. The school board has let the contract for the new elementary school, to cost \$232,000. Construction work will be started shortly.

► Houston, Tex. The school board has let the contract for the new Kashmere Gardens School, to cost \$577,000. In addition to 25 classrooms, the building will contain a cafeteria and kitchen.

► New York, N. Y. Resuming a practice abandoned in recent years, the school board has called upon principals to plan a year ahead for alterations and replacements in their particular buildings. Included in the needs are furniture, blackboards, heating systems, sanitary equipment, electrical equipment, and general repairs. The requests will be reviewed by assistant superintendents, divisional superintendents, and the Division of Housing.

► Nashville, Tenn. The school board is completing additions to two high schools, two junior high schools, and 18 elementary schools, at a cost of \$4,000,000. A new swimming pool is being erected on the grounds of the Howard High School. The pool will be operated by the park board and will be available to school children as part of the physical education program.

► Wylie, Tex. Construction work has been started on a \$97,000 high school, the gift of Mr. and Mrs. T. F. Birmingham, former residents. The building is debt free, since the Birminghams gave \$20,000 and local residents raised \$6,000 to complete the fund. The Birmingham gifts began

By using the coupon below you can achieve a short-cut to information about the particular needs of your school. No need to write a letter. We will answer your request by return mail.

At left is illustration of an installation made by Walrus at the Northwest Junior High School Manual Training Department, San Antonio, Texas.

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in 1937, when the couple built a home-economics plant costing \$5,000, and followed it with a \$5,000 manual arts building. In 1942 a 735-acre farm was purchased and deeded to the school district. The yearly production of this farm constitutes a permanent endowment for the district.

► South Bend, Ind. The school board has begun plans for the new Woodrow Wilson School, to cost \$858,708. Architect Roy N. Shambleau is in charge of the plans and specifications.

► Waupun, Wis. The school board has completed a renovation project on the school athletic field, including tiling, grading, relocation of courts, and a new floodlighting system, as well as a new track, tennis courts, and an archery range. The board has established a fund for replacing stair wells, corridor floors, and classroom floors, to be undertaken in the summer of 1949, at an estimated cost of \$35,000.

► Clearfield, Utah. The school board has purchased a 15-acre tract of land adjoining the junior high school. The land will be used as a playground until the time when it is needed as a school site.

SCHOOL BUILDING CONTRACTS

During the month of July, 1948, contracts were let for 709 educational buildings, in 37 states east of the Rocky Mountains. Dodge reports that the value of these buildings is \$109,583,000.

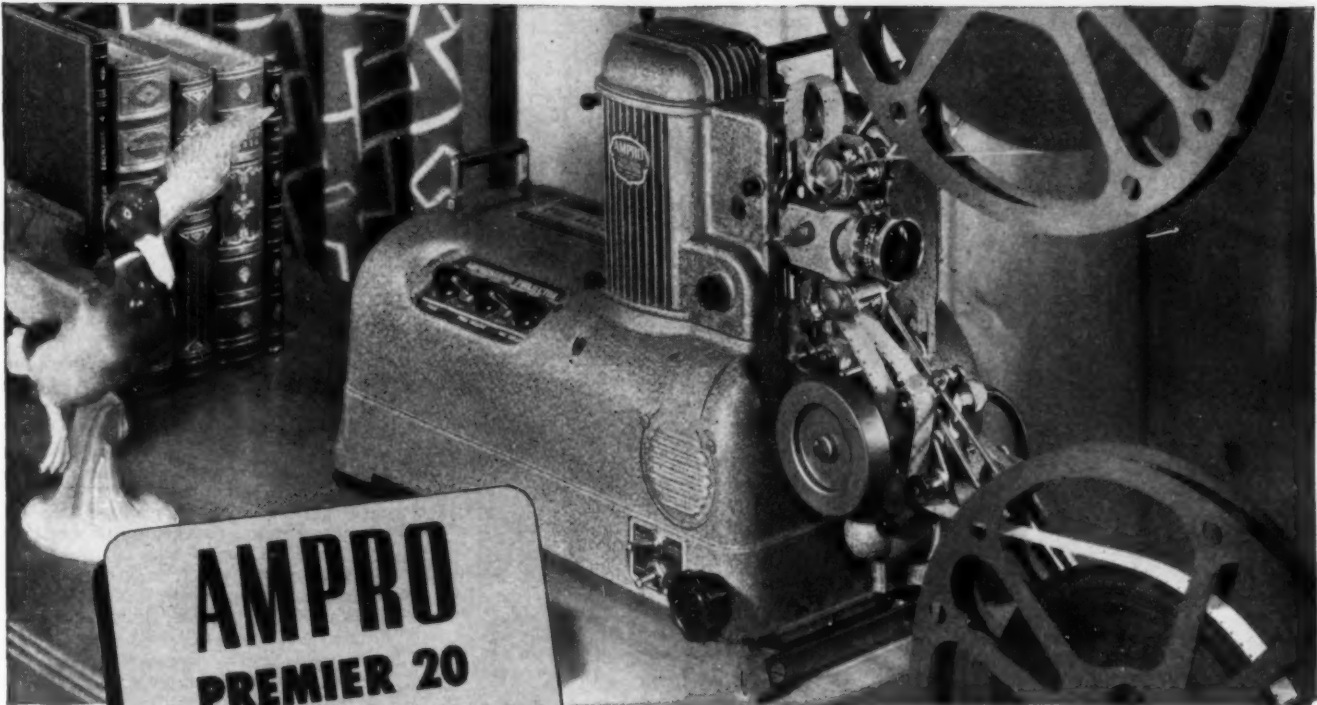
During the month of August Dodge reported contracts let for 511 school buildings to cost \$59,251,000.

SCHOOL BOND SALES

During the month of August, 1948, school bonds were sold in the amount of \$63,329,634. The largest sales were California, \$17,785,000; Oklahoma, \$13,337,400; New York, \$4,146,000; Texas, \$3,716,000.

The average yield as of August 31 was 2.33 per cent.

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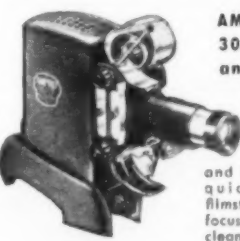
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School Finance and Taxation

SCHOOL DEBTS

According to the Tax Institute, the gross debt of state and local governments in July, 1947, was \$16,789,000. The total state debt as such was \$2,972,000. The debt of all school districts was \$1,355,000, or an increase of \$72,000,000 during the year.

FINANCE AND TAXATION

► El Paso, Tex. The school board has adopted a budget of \$3,290,870 for the school year 1948-49, which is an increase of \$212,499 over the year 1947-48. It is anticipated that the schools will have an overdraft of \$150,000, due to the heavy

construction program. The money, borrowed from the banks at 3½ per cent interest, will be repaid from tax revenues as it becomes available.

► Sioux Falls, S. Dak. The budget for the school year 1948-49 calls for an expenditure of \$1,465,460, or an increase of \$420,260 over 1947. The budget, as computed, calls for \$1,175,000 for the general purpose fund; \$42,000 for sinking funds for 1935 bonds; \$135,960 for 1948 bonds; \$100,000 for building fund; and \$12,500 for the pension fund.

► Oklahoma City, Okla. The school board has received the budget for 1948-49 calling for \$5,291,312, which is an increase of \$536,327 over 1947-48. The new budget includes additional increases for teachers amounting to \$3,652,526.

► Alton, Ill. A budget of \$1,500,590 has been adopted by the school board for the 1948-49 school year. The budget includes expenditures of \$1,076,266 for the educational fund; \$398,908 for the building fund; and \$80,908 for bonded debt

service. Expense items for the educational fund include \$811,100 for instructional purposes.

► Salina, Kans. The school board has adopted a budget of \$852,501 for the school year 1948-49, which is an increase of \$109,837 over 1947-48. The budget includes \$667,282 for the general fund, \$65,510 for the building fund, and \$31,509 for the retirement fund. The budget provides for cleaning off the slate on its old bonds by payment of \$10,000. Payment of \$62,000 on the new high school bonds is also provided.

► New Haven, Conn. The school board has adopted a budget of \$1,051,270 for the school year 1948-49, which is an increase of \$148,694 over 1947-48. The larger part of the increase, \$77,000, is due to increases in teachers' salaries, raises in minimum and maximum salaries, and changes in annual increments.

► Upon the recommendation of Supt. Earl H. Hanson, the Rock Island, Ill., board of education has adopted a budget for 1948-49 which contemplates expenditures of \$1,380,756.74. Included is an item of \$133,100 for capital outlay. The largest single item is instructional services, totaling \$966,150, or an increase of \$175,677 over the 1947-48 school year.

► Cincinnati, Ohio. Supt. Claude V. Courter has presented to the school board a tentative budget for the operating expenditures of the schools amounting to \$13,339,585 for the 1948-49 school year. This represents a proposed increase in expenditures over those for the fiscal year 1947-48 of \$2,073,283. Superintendent Courter submitted five reasons why the expenditures in the budget are necessary to maintain the quality and quantity of education at present levels. These are (1) sharply increased enrollments in the lower elementary grades; (2) large expenditures to provide safe and sanitary conditions in the school plant and to repair the neglect of the school plant during the war years; (3) instructional supplies and equipment and operating supplies and materials at greatly increased costs; (4) additional educational opportunities and training to meet needs in the community; and (5) keeping abreast in the establishment of salary schedules for the professional staff.

► Topeka, Kans. The school board has adopted a budget of \$2,100,378 for the school year 1948-49, which is a reduction of \$193,043 over 1947-48. The school tax levy which will be reduced from 19.16 mills to 18.9 mills is the result of an increase of \$3,000,000 in taxable valuations. Of the total, the general fund calls for \$1,723,830.

► Lawrence, Kans. The school board has adopted a budget of \$747,650 for the year 1948-49. The budget based on a valuation of \$19,000,000 will require a total tax levy of 20.66 mills, including 16.67 for the general fund, 3.22 for the building fund, and .77 for recreation.

► Fort Worth, Tex. The school board has adopted a budget of \$6,595,918 for 1948-49, which is an increase of \$860,688 over 1947-48. The board adopted a tax rate of \$1.10, which is 35 cents below the maximum rate of \$1.45, and 6 cents lower than the rate for 1947.

► Bakersfield, Calif. A record budget of \$2,978,184 has been adopted by the school board, which is an increase of \$697,000 over 1947. The budget includes \$2,032,805 for salaries in all classifications, and \$498,958 for capital outlay.

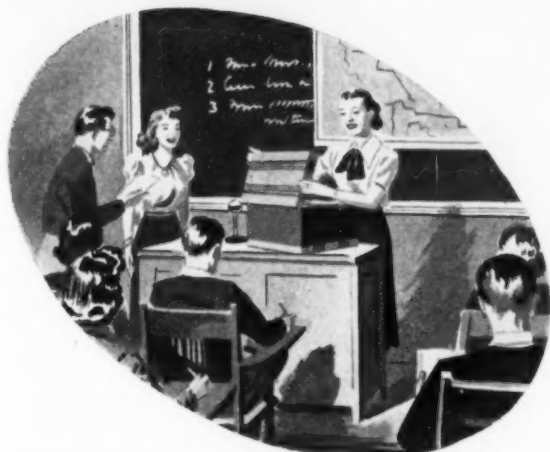
► East Baton Rouge, La. The school board has approved a three-and-a-half million dollar budget for 1948-49, which is an increase of a million dollars over 1947. The budget includes \$500,000 for teachers' salary increases and a similar amount for new school construction.

► San Antonio, Tex. The school board has adopted a budget in excess of \$7,000,000, plus an additional \$1,000,000 in special funds, making a total expenditure of more than \$8,000,000.

CREDIT GIVEN

The article by Graham Savage on "The Education Officer in England," which appeared in the AMERICAN SCHOOL BOARD JOURNAL for September, was originally prepared as a broadcast from the British Broadcast Corporation Network.

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School Administration News

CHICAGO SCHOOL CHANGES ANNOUNCED

Dr. Herold C. Hunt, superintendent of schools of Chicago, has announced a number of educational changes, most of which have already been tested and found valuable in other schools, for the new academic year 1948-49. The plans were outlined in his first annual report as superintendent, which covered 32 pages and which outlined improvements to be made during the new year.

Among the goals in educational improvements are the creation of an Advisory Council of Teachers; the preparation of a legislative program to increase school finances; the formation of a curriculum council to keep abreast of the times; the introduction of new trade courses to meet changing situations in industry; the establishment of an open textbook list from which principals may choose books for their pupils; improved health services for pupils; co-operation with the city's construction authorities and park officials for the provision of new schools and play areas, and the development of a long-range building program and plans for more extensive use of school buildings.

Among the achievements of the past year cited by Dr. Hunt are an administrative reorganization of the school system, examinations for new principals, upward revision of teachers' pay scales, the inauguration of an intercultural program, a study of school building needs, and the preparation of a priority list for new school buildings.

ANDERSON EDUCATIONAL COUNCIL

The Anderson General Educational Council has been established by citizens of Anderson, Ind., to study local educational needs and to assist the school board and the administrative staff to put improvements into effect.

In describing the Council the *Anderson Herald* said: "The council will be a forum-type organization in which parents and others interested in the city's educational structure may discuss and evaluate the city's educational program and the policies upon which it is based. One of the first topics for discussion by the group will be the proposed ten-year building program recently outlined by Supt. A. R. Chadd and the board of school trustees.

"The council will comprise various committees to consider three important phases of the educational program: Facilities, instruction, and finance. These groups, along with the council as a whole, will provide interested persons with an opportunity to share in the constructive thinking so essential to the promotion of adequate educational opportunities in the city.

"The group is entirely nonpolitical and non-partisan; it will serve no personal or selfish interest; and it is entirely independent of existing parent-teachers' groups in the city. Its leaders have already conferred with Superintendent Chadd on various phases of the school program, and the council officials have promised to make available to the school system any recommendations which may be approved by the group. The council, in this way, is laying the groundwork for close co-operation with those who actually mold the city's educational pattern."

VISUAL-AIDS PROGRAM IN MARSHALLTOWN, IOWA

Teachers in the high school and junior college of Marshalltown, Iowa, under the direction of Principal B. R. Miller, have made continued use of visual aids in their classes during the past few years. The high school accumulated a creditable amount of equipment and has devised practical methods for handling a large number of films and slides. A staff of trained technicians was employed to operate and service all electrical equipment.

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from the senior class of 1939. The school system is now able to pay most of the total cost of the visual-aid program. The classrooms and the auditorium are equipped with dark shades for use during the presentation of a program.

All of the equipment is operated and maintained by four specially trained students who work under the supervision of the director of vocational education. Two of these students are junior boys and two are senior boys, and each student is paid a wage of \$15 a month from the school funds. Two boys work on the film program in the mornings and two are available for afternoons.

Each Thursday, before films are to be shown for the following week, teachers are notified to requisition needed films. This is done by means of a form, one copy of which is placed in the teacher's mailbox, and another in the mailbox of the staff member in charge of operations. At the appointed time, an operator is on hand to show the films which the teachers had previously planned for their classes.

The teachers select and requisition the films and slides which they are to use in their classes. Requisitions for the entire school year are left in the school office before the last day of the school in the spring. A complete file of catalogs from commercial and official film agencies is available in the school library.

During the month of June the cards are inspected and sorted, according to distributors and according to dates. A schedule is prepared showing the dates and periods in the school day when films are to be shown. Letters are sent to the distributors requesting the films on the proper dates. The work of sorting the cards, making the schedule, and writing the film exchanges is no small task and frequently consumes as much as a full week's work of one person.

The teachers evaluate the materials as they are used and make the next year's list according to these evaluations, plus new films and slides which have come to their attention. Some films are brought back year after year, while other films are dropped after the first showing. The

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1048 SCHOOL STREET

NORTH CHICAGO, ILLINOIS



list of films for the year 1948-49 has been prepared and is now available.

"ABOUT OUR SCHOOLS"

Through the co-operation of a local newspaper, *The Door County Advocate*, F. W. Keller, superintendent of schools in Sturgeon Bay, Wis., was able to present to that community a series of articles "About Our Schools." These articles translate the local education problem into concrete and specific terms which make clear the community's stake in the schools and its responsibility to support their growth.

The series of four articles appeared each week in May. In the first, Mr. Keller listed the public school system's pay roll which includes 24 elementary teachers and 2 elementary school principals, 19 high school teachers and a high school principal, a school nurse and 2 full-time recreation department employees, 5 full-time members of the janitorial staff and 6 part-time helpers on call. He also explained the responsibilities of staff members and the school board and the organization of the latter.

"The greatest need in our public schools is additional space," Mr. Keller told his readers in the next article. This was a factual, brief, and readable account of the classrooms available for the 415 high school and 699 elementary school children enrolled in the two public schools in Sturgeon Bay. It described the attempts which have been made to provide adequate space, transportation problems created by the city's rapid growth, and readjustments required because of other situations of which the average reader might be unaware.

In the third article, Mr. Keller discussed Sturgeon Bay's overcrowded building conditions. "Many people have been interested in the determining factors which governed the decision to designate the present East Side building for high school purposes, and the plan to remove the graded school to new facilities.

"It must be understood that the hours of study, beginning and closing of school days, play periods, assemblies, visual education programs, and other school activities, cannot be placed on the same time schedule. . . . It should be noted here also that the height of blackboards, size of lavatory fixtures, and other building facilities were taken into consideration when the decision to build a new graded school building rather than a new high school building was made . . . there is much more usable space in the present building for high school use."

An interesting feature of the series appeared in the fourth article, which concerned the method used in determining what the school needs of a community are going to be in the future. The effect of the decentralization of industry which is resulting in many manufacturing plants being moved to smaller cities was analyzed in relation to Sturgeon Bay and its location on the shores of Lake Michigan.

A study of the birth rate in Sturgeon Bay from 1911 through 1940 illustrated, with five simple tables, the trends in kindergarten and elementary school enrollment.

After taking into consideration students who are enrolled in parochial schools, Mr. Keller expects an average of 97 pupils entering first grade each year for the next 20 years. Thus, he explains, Sturgeon Bay must prepare 7 new grades of 30 each for use within the next few years.

Community interest and understanding of local education needs which has been fostered by Mr. Keller's articles should provide the necessary motivation for the accomplishment of this goal.

SCHOOL LUNCH PROGRAMS OPERATED SUCCESSFULLY IN MONTGOMERY, ALABAMA

More than one and a third million lunches were served in the public schools of Montgomery, Ala., during the scholastic year 1947-48, according to a report of Miss Frances Whitt, director of school lunchrooms. The number of lunches

served was 1,354,325 while the average daily serving was 7739 lunches.

The income from the school lunchrooms amounted to \$311,310.47. The interesting fact revealed in the report was that more money was spent for food than pupils paid for lunches — \$228,779 for food, with lunch sales to children amounting to \$220,903.22. Food expenditures consumed 73.4 per cent of the income. Other expenditures were for labor, equipment, and miscellaneous items.

The lunchrooms have been operated on a very small financial margin. Surplus commodities provided by the Federal Government provided assistance not only in the schools having lunchrooms but in those where no lunchroom operated. Good management, co-operation of managers, principals, teachers, and pupils, thorough planning, and improved methods of preparation made it possible for the school lunch programs to operate successfully, said Miss Whitt.

The regular inspection of school lunchrooms by the county health office has stimulated improved provisions and equipment, making for cleaner and more orderly kitchens. This was the first year lunchrooms were subject to inspection and it has resulted in general improvements. Every school having a lunchroom increased its rating from the first inspection in November to the last in March, 1948.

An in-service training program for lunchroom workers parallels the in-service training of teachers. Some of the lunchroom managers have attended the State University. At certain times movie films are shown dealing with lunchroom problems. Visiting speakers are invited to appear on school programs, and provision is made for managers to visit and observe the work done in other schools.

► NOBLE HIEBERT, superintendent of schools at Sterling, Kans., has resigned to accept a civil service position as an educational administrator in Germany. He will be stationed at Stuttgart.

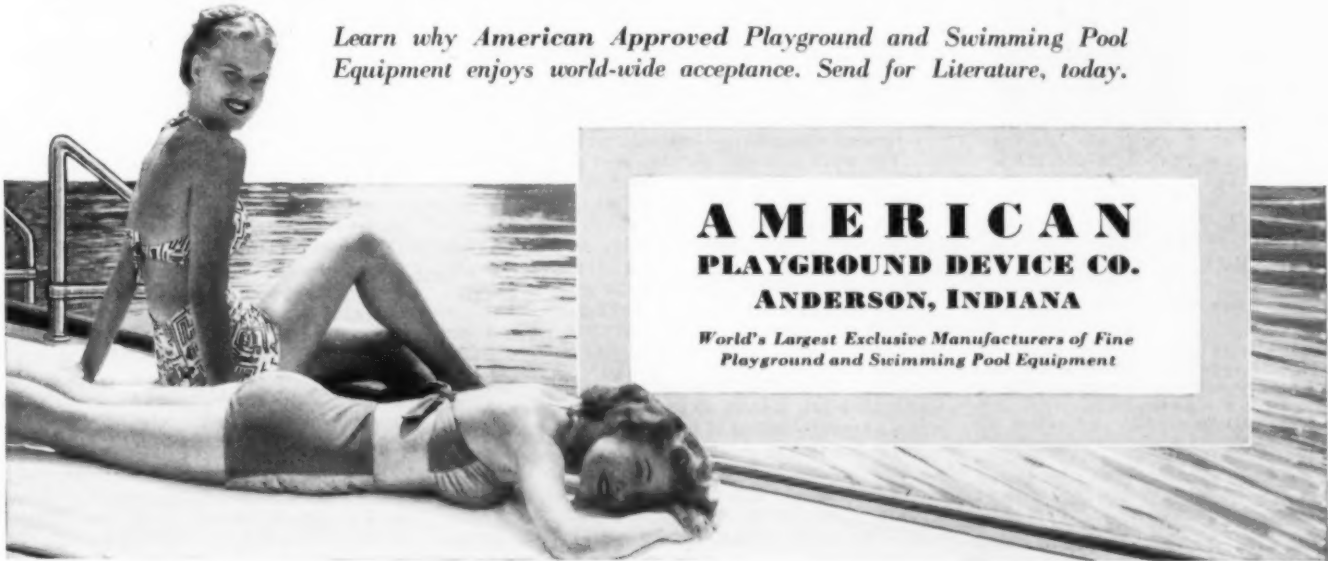


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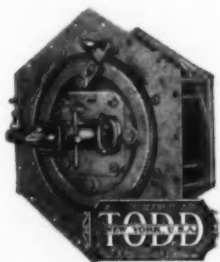
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School Business Administration

THE EMPLOYEE'S TOTAL WORK

A business commentator, P. C. Greenland, calls attention to a simple, but frequently overlooked fact, namely that much of the failure of modern management of work and workers arises out of the failure to respect the entire personality of the worker. He writes:

"Briefly this idea, if one might venture to put it in a few words, is that an employee's work is the product of his whole personality, and it therefore pays to give the employee conditions in which his whole personality is taken into consideration. It is not enough to pay him well and give him efficient equipment. It is not enough, even, to look after his physical welfare. The kind of co-operation required in complex modern organizations calls for something more than a mere performance of service in return for money. Modern industry, modern business, and modern administration have increasingly complex functions to perform, and it is only on the basis of a willing and creative participation by the worker that the full performance of these functions is possible. Participation of this type cannot be secured by economic compulsion disguised as a wage contract; it is only to be had when a freely functioning personality engages itself with consent in an activity in which it finds satisfaction. That is the view which the really progressive employers now accept. And they realize that this means giving the employee a real share in the formation of policy so far as it touches his work, and showing a real respect for the total claims of his personality and welfare."

NEW GUIDE FOR REPAIR AND UPKEEP OF SCHOOL PLANTS

The State Department of Education at Olympia, Wash., has announced a new guide for the repair and upkeep of school plants, which is available to school administrators and custodians faced with specific problems in the upkeep of their school plant facilities. The publication entitled, "Custodial Services—Repairs and Utilities," was prepared by Dr. Cleve O. Westby, State Director of School Building Facilities, and was originally prepared to guide the maintenance of army posts throughout the United States. It includes abundant and practical hints for use in school plants and deserves a place in every custodian's library.

PLANNING NEW STANDARDS

The National Council on Schoolhouse Construction is planning during the coming winter to issue a revised edition of its Guide for Planning School Plants.

The annual meeting of the Council, to be held in San Francisco, October 5 to 8, will make extensive revisions in the guide, published in 1946. The work is under the direction of a committee, headed by Dr. Ray L. Hamon, of the U. S. Office of Education, Washington, D. C.

The Guide includes ten chapters and discussions: (1) the general problem of school plant planning, (2) sites, (3) special features of the elementary school plant, (4) the secondary school, (5) the junior college, (6) community school details, (7) general facilities, (8) safety, (9) service facilities, (10) special details.

BUILDING MAINTENANCE COURSES

Michigan State College at East Lansing, Mich., is offering a course in building maintenance, under the direction of Julius Barbour, especially for men and women responsible for the maintenance and operation of large buildings. School custodians are especially invited.

The course includes units on (1) Administra-

tion and Public Relations, (2) Heating and Ventilation, (3) Advance Heating and Ventilation, (4) Housekeeping, (5) Electrical Maintenance, and (6) Care of Grounds. Classes will be organized in any community where ten or more persons are willing to be enrolled. The course fee will be \$7.

COUNTY SCHOOL REPAIRMEN RECOMMENDED

Dr. Charles W. Bursch, director of the State Division of School Planning for California, has recently summarized a plan for county-wide repair and maintenance of rural school buildings. Under the California school laws, the county superintendents may establish a maintenance and repair fund, purchase materials and equipment, employ labor, and contract with the respective schools of his county to maintain and repair school property for those schools of his county requesting such service.

While some further legislation is needed to effectuate the plan, the county superintendents believe that a well-considered program will result in better school conditions whenever no full-time janitors or repairmen are employed.

Writing in the "California Schools" bulletin of the State Education Department, Dr. Bursch says: "County superintendents with a small number of schools would employ a man strictly as a maintenance and repairman. He would do the work himself. Other county superintendents with too many schools for one man to care for would have him work as a supervisor of maintenance. Other men would then be employed to do the actual work. In other counties this man would both supervise the work and act as a consultant for those schools employing full-time custodians."

"This maintenance man could inspect buildings, grounds, and apparatus for fire risks and accident hazards, reporting his findings to the proper school authorities. He could confer with principals, teachers, and custodians on school needs and improvements, transmitting reports to the school authorities. Upon authorization of the governing board, he could do the work or secure qualified men to do it. He could furnish working plans for the job to be done and then confer with the employee while it is being done. When requested, he could purchase the necessary materials for the job. He could make estimates of the cost of a proposed job, and upon completion, file an itemized statement of labor and materials used."

"He could be equipped with a pickup truck containing a vise and tools for carpentry, plumbing, and electrical work on jobs not requiring a contractor. He could do "on-the-spot" minor repairs of leaky faucets, drinking fountains, or install a pane of glass. He could be furnished with a sander, polisher, scrubber, paint spray machine, and other equipment not practical for many individual schools to own."

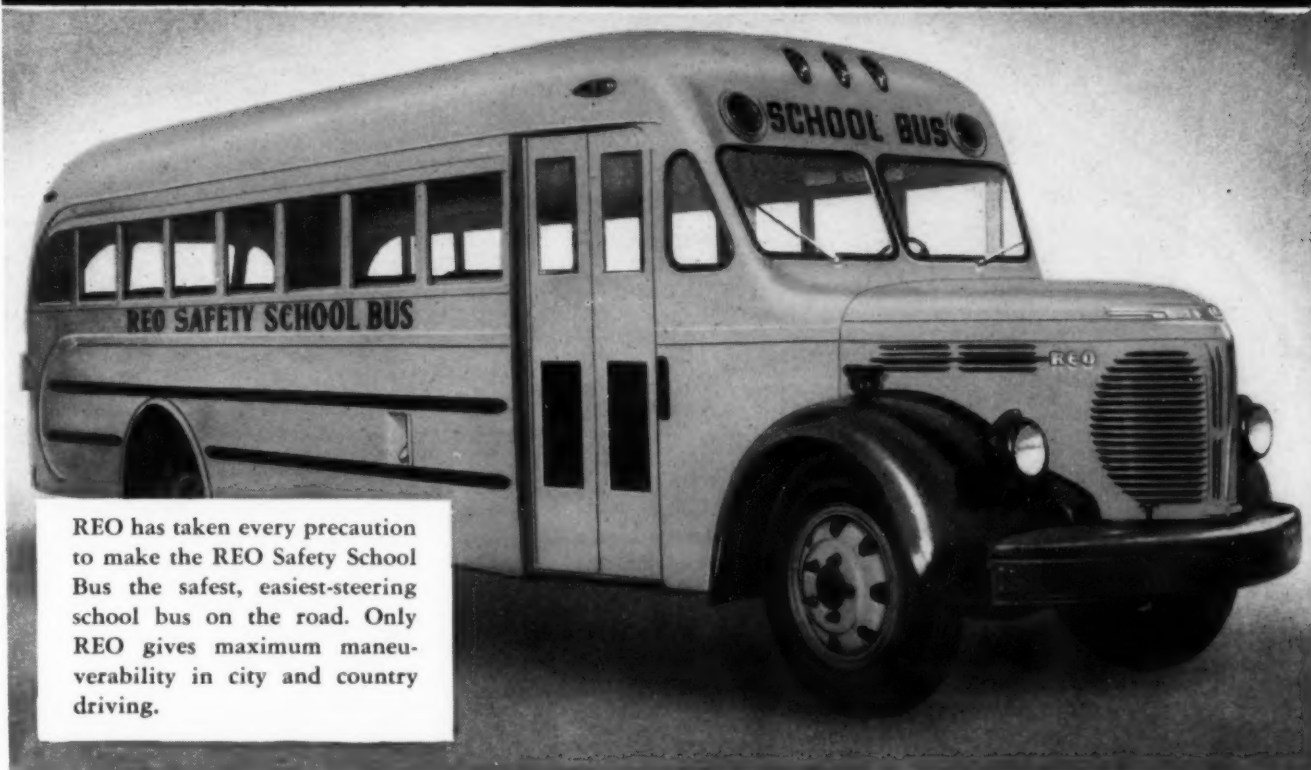
"He could serve as a consultant for school boards employing a full-time school executive. He could also provide consultant service to school executives not employing maintenance supervisors. As a consultant, he could furnish information to full-time employees on the best methods and materials for cleaning floors, chalkboards, and laboratories, for repair and maintenance work, for the construction of tables, shelving, playground apparatus, and other needed articles. He could conduct workshops in convenient locations for training custodians and maintenance personnel, especially those newly employed. He could furnish them with helpful bulletins and other printed information. He could secure information and aid from various commercial firms and from the State Office of School Planning."

In Los Angeles county, a full-time county school maintenance man is employed to help local school boards and to train janitors. In Kings County, a full-time repairman moves from school to school to do needed jobs.

TACOMA SELLS SCHOOL BONDS

The Tacoma school district, Pierce County, Wash., has sold \$2,200,000 worth of school bonds to a syndicate headed by Halsey, Stuart & Co., at a net interest rate of 2.66 per cent.

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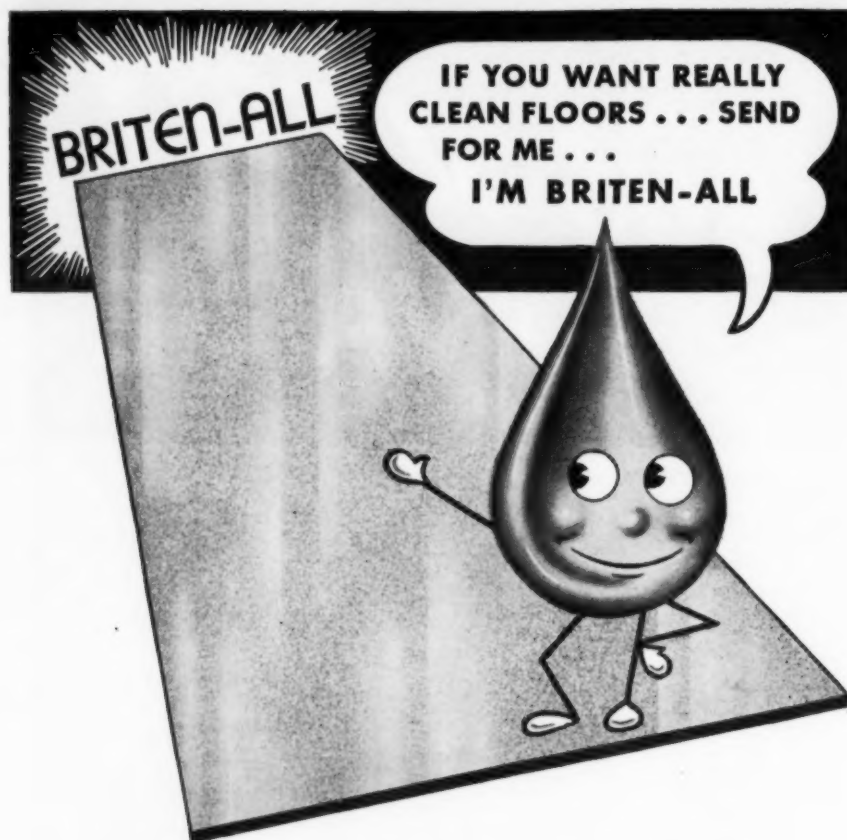
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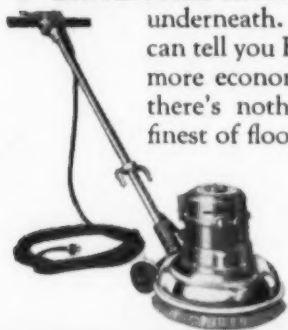
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COMING CONVENTIONS

- Oct. 1. Idaho Education Association (Dist. No. 6) at Idaho Falls. Secretary, Louis L. Wolz, Rigby.
- Oct. 1. New York Teachers' Association (northern zone) at Potsdam. Headquarters, State Teachers College. Chairman, Burton Davis, Malone. Exhibits, Norman Black, Canton. Attendance, 1000.
- Oct. 3-8. National Conference on School Transportation at Jackson's Mill, W. Va.
- Oct. 3-6. California School Trustees Association at Long Beach. Headquarters, Municipal Auditorium. Secretary, Mrs. I. E. Porter, 6 Professional Building, Bakersfield. Exhibits, Dr. John A. Sexson, 365 S. Oak Knoll Ave., Pasadena. Attendance, 500.
- Oct. 4-6. Council of School Superintendents of Cities and Villages of New York State at Saranac Inn. Headquarters, Saranac Inn. Secretary, E. L. Ackley, Johnstown. Chairman, Arthur J. Laidlaw, Kingston. Attendance, 450-500.
- Oct. 7-8. Michigan Education Association (region 6) at Detroit. Headquarters, Masonic Temple Auditorium.

- Secretary, Frances Stubbs, High School of Commerce, 2330 W. Grand River, Detroit. Ralph C. Shepard, exhibits. Attendance, 4000.
- Oct. 7-8. Utah Education Association at Salt Lake City. Headquarters, Hotel Utah. Secretary, Allen M. West, 316 Beneficial Life Bldg., Salt Lake City. Attendance, 5000.
- Oct. 7-8. Maryland Teachers' Association at Baltimore. Secretary, Milson C. Raver, 1101 No. Calvert St., Baltimore. Headquarters, Hotel Lord Baltimore. Exhibits, Milson C. Raver. Attendance, 7000.
- Oct. 8. Idaho Education Association (Dist. No. 7) at Mackay. Secretary, Wayne Toyer, Mackay.
- Oct. 8. Tennessee School Boards Association at Knoxville. Secretary, John A. Thackston, Knoxville. Attendance, 100-300.
- Oct. 14-15. Michigan Education Association (region 2) at Flint. Headquarters, I.M.A. Auditorium. Secretary, Howard J. Jackson, 2560 Tyrone, Flint. Exhibits, Frank M. Sleeper.
- Oct. 15. Tennessee School Boards Association (regional conference) at Nashville. Secretary, Dr. John A. Thackston, Knoxville. Attendance, 100-300.

Oct. 18-20. National Institute of Governmental Purchasing at Philadelphia, Pa. Headquarters, Stratford Hotel, Bellevue. Secretary, Albert H. Hall, 730 Jackson Place, Washington 6, D. C. Attendance, 650.

Oct. 20-22. North Dakota Education Association at Grand Forks. Secretary, Paul A. Dalager, Box 1086, Bismarck. Headquarters, Ryan Hotel. Exhibits. Attendance, 3000.

Oct. 21-22. Indiana Teachers' Association at Indianapolis. Headquarters, Lincoln Hotel. Secretary, Robert H. Wyatt, 203 Hotel Lincoln, Indianapolis. Exhibits, Robert H. Wyatt. Attendance, 15,000.

Oct. 21-22. New Hampshire Teachers' Association at Concord. Headquarters, Concord High School. Secretary, John H. Starie, 63 N. Main St., Concord. Exhibits, Edgar Little, 23 Hannon St., Dorchester, Mass. Attendance, 3000.

Oct. 21-22. Michigan Education Association (region 4) at Grand Rapids. Headquarters, Civic Auditorium. Secretary, Keith Houston, High School, Grand Rapids. Exhibits, R. W. Rigdon. Attendance, 4000-5000.

Oct. 22. Tennessee School Boards' Association at Jackson. Secretary, Dr. John A. Thackston, Knoxville. Attendance, 100-300.

Oct. 22. Idaho Education Association (dist. No. 1) at Coeur d'Alene. Headquarters, High School. Chairman, A. L. Dean, Box 906, Mullan. Attendance, 1000.

Oct. 22. North Carolina Education Association (northwestern dist.) at High Point. Headquarters, Senior High School. Chairman, Lucile Kirkpatrick, Thomasville. Exhibits, Lucile Kirkpatrick. Attendance, 2000-3000.

Oct. 22. Michigan Education Association (region 1) at Detroit. Headquarters, Masonic Temple Auditorium. Secretary, Frances Stubbs, High School of Commerce, 2330 W. Grand River, Detroit. Exhibits, Leonard J. Call. Attendance, 7000.

Oct. 24-26. New York State School Boards Association at Syracuse. Secretary, Everett R. Dyer, 9 South Third St., Mount Vernon. Headquarters, Hotel Syracuse. Exhibits, Harry J. Clark, 123 West Borden Ave., Syracuse. Attendance, 2000.

Oct. 28-29. Colorado Education Association (southern division) at Pueblo. Headquarters, Central High School. Secretary, John T. Dunlap, Central High School, Pueblo. Exhibits, John T. Dunlap. Attendance, 2000.

Oct. 28-29. Minnesota Education Association at St. Paul. Secretary, Walter E. Englund, 2429 University Ave., St. Paul. Exhibits, G. J. Sherwood, 2429 University Ave., St. Paul.

Oct. 28-29. Connecticut Education Association (Bridgeport section) at Bridgeport. Secretary, Lyndon U. Pratt, 21 Oak St., Hartford. Headquarters, Central High School. Exhibits, Lyndon U. Pratt. Attendance, 5000.

Oct. 28-29. East Tennessee Education Association at Knoxville. Headquarters, University of Tennessee Alumni Assn. Director, Mack P. Davis, East Tenn. State Coll., Johnson City. Exhibits, D. M. Gallaway, 2513 Parkway Ave., Knoxville. Attendance, 7000-8000.

Oct. 28-29. Rhode Island Institute of Instruction at Providence. Headquarters, R. I. College of Education. Secretary, Katherine L. Smith, 13 Geldard St., Valley Falls. Chairman, Olive C. Brittan, 26 Park Place, S. Attleboro, Mass. Exhibits, Lawrence Bliss, Cranston. Attendance, 4000-5000.

Oct. 28-29. Colorado Education Association at Denver. Headquarters, City Auditorium. Secretary, Craig P. Minear, 1605 Penn St., Denver. Attendance, 6000.

Oct. 29. Connecticut Education Association (Hartford section) at Hartford. Headquarters, State Armory. Secretary, Lyndon U. Pratt. Attendance, 5000.

Oct. 28-29. Nebraska Education Association at Hastings. Secretary, Mrs. Alice Spinard, Grand Island. Chairman, Milton Beckmann, Gibbon.

Nov. 4-11. American School Health Association at Boston, Mass. Headquarters, Hotel Statler. Secretary, A. C. DeWeese, Kent State Univ., Kent, Ohio. Attendance, 500.

Nov. 11-13. West Virginia Teachers' Association at Wheeling. Headquarters, Lincoln High School. Secretary, Myra E. Fairfax, 1707 Ninth Ave., Huntington, W. Va. Exhibits, Philip Reed, Lincoln High School, Wheeling. Attendance, 560.

Nov. 18-19. New England Association of School Superintendents at Boston, Mass. Headquarters, Hotel Bradford. Chairman, Joseph A. Leonard, Old Town, Me. Exhibits, Ernest Cobb, Newton Upper Falls Mass. Attendance, 400-500.

Nov. 23. Associated School Boards of South Dakota at Aberdeen. Secretary, D. B. Doner, Brookings. Attendance, 150.

Nov. 27. Association of Modern Language Teachers of the Middle States and Maryland, at Atlantic City, N. J. Headquarters, Haddon-Chalfonte Hotel. Secretary, Dr. Esther J. Crooks, Goucher College, Baltimore 16, Md. Attendance, 100.

Nov. 28-29. National Association of Industrial Teacher Trainers at Milwaukee, Wis. Headquarters, Hotel Schroeder. Chairman, Dr. Harold Silvius, Wayne Univ., Detroit, Mich.



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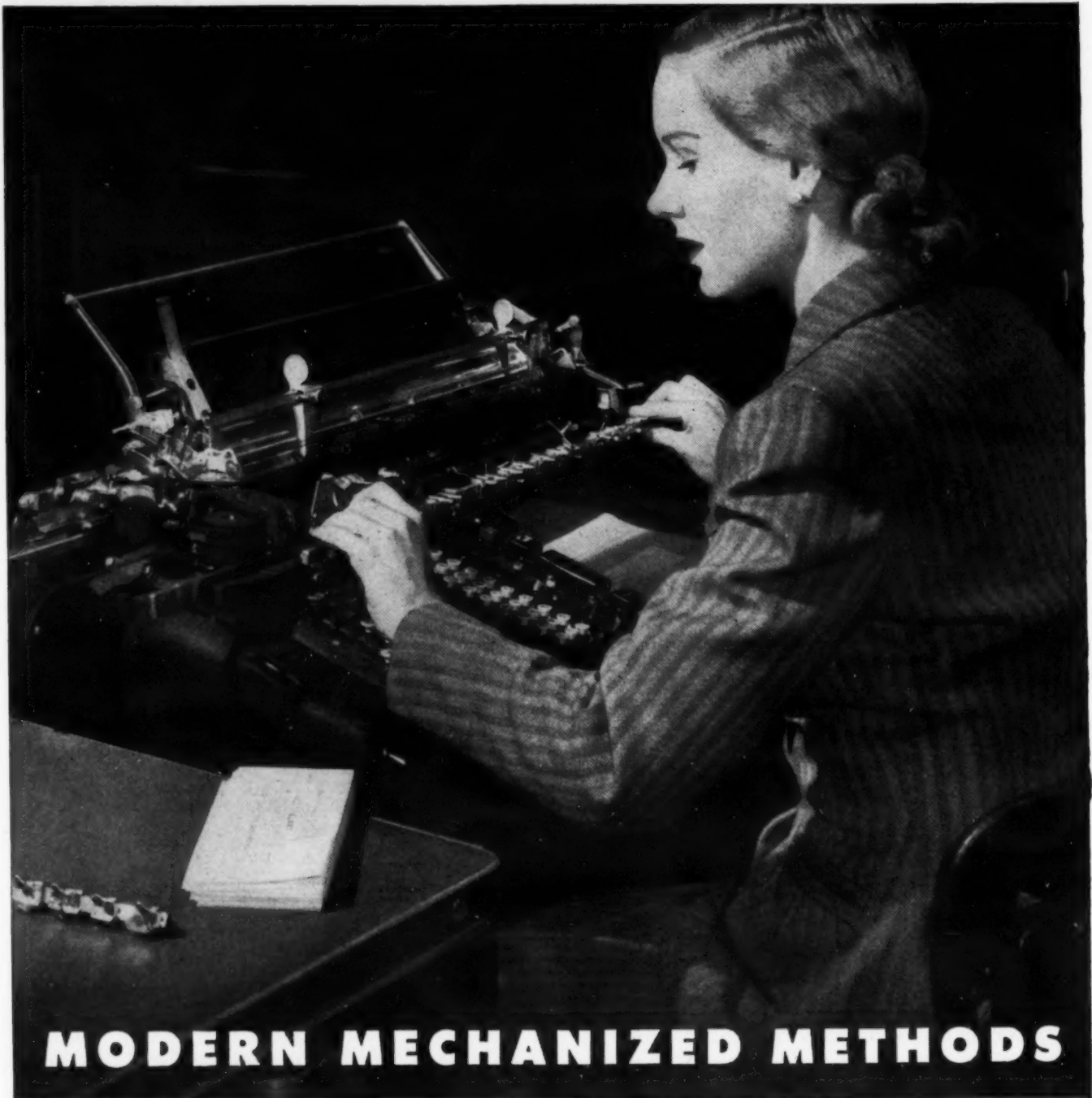
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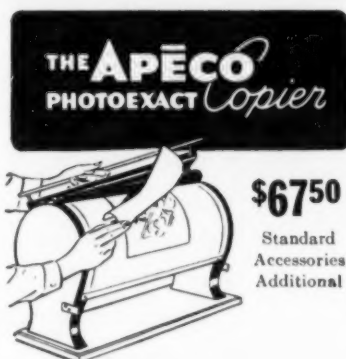
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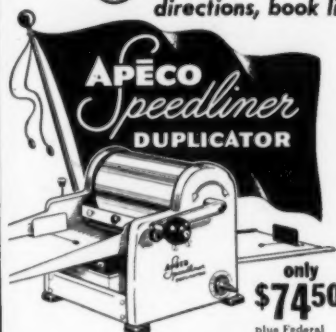


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ADMINISTRATIVE CHANGES IN DEARBORN, MICH.

Supt. James A. Lewis, of Dearborn, Mich., has announced a plan of reorganization for the public schools for the year 1948-49. The changes were ordered on the basis of a three-month study of the school system and represent a transition organization which is to be further revised during the school year.

The new organization, which stresses the direct-line responsibility of school principals in the instructional program, provides for changes in staff positions to implement and supplement all services to the children. The two major line positions under the plan are the two assistant superintendents, Ray H. Adams, in charge of secondary schools; Herschel K. Bennett, in charge of elementary and junior high schools; an assistant superintendent in charge of Business Services will be continued under A. D. Brainard. Principals of the various buildings are to be directly responsible to the assistant superintendents.

All services dealing with students, including child accounting, guidance, and health are under the direction of a co-ordinating officer in the person of C. Roscoe Simmons.

Further changes involve the transfer of Ervin Howard to the central office as textbook evaluator and "Newsletter" editor; the appointments of Pat S. Fordell as principal of the Salisbury School; Mrs. Mary Zudick as co-ordinator of special education; and Michael Kazlusky as director of physical education in the elementary and junior high schools.

LaGRANGE BOARD RENDERS VALUABLE SERVICE

The board of education of Dist. No. 102, LaGrange, Ill., held 25 regular or special meetings during the fiscal year 1947-48. In addition, many committee meetings were held to review and discuss various problems. Few citizens realize how much time members of the board devote to

school affairs. They receive no remuneration, and their services are rendered entirely as a civic responsibility. During the past year many of the meetings have been given over to the discussion of building needs created by increased enrollment and to planning for future requirements of the district. Another major item which has received much attention is that of teachers' salaries.

The board is extremely interested in the classroom work as it contributes to the growth and development of children. Regardless of the amount of time required for the consideration of special problems, there has always been much discussion of all aspects of the curriculum and of the instructional program. From time to time groups of teachers or the administrative council meet with the board to discuss important phases of the work.

The members of the board are elected on the second Saturday of April, for three-year terms, two being elected each year. The president is elected for a three-year term.

HOLD WORKSHOPS FOR TEACHERS

State Supt. Pearl A. Wanamaker of Washington has issued a report, showing that 17 workshops and pre-session conferences were held throughout the state the past summer. Well-known speakers, panel discussions, demonstrations, motion pictures, field trips, and classes were conducted in these workshops. Courses taken offered college credit and were accepted for meeting certification requirements by teachers. Workshops were held at Everett, Bremerton, Sedro-Woolley, Seattle, Wapato, Marysville, Edmonds, Port Angeles, Colfax, Kirkland, Sunnyside, and Okanogan.

MIDLAND IN-SERVICE TRAINING PROGRAM

During the school year 1947-48, Supt. Frank Monroe of the Midland, Tex., public schools, co-operated with Dr. James Knight, of the State University, in a program of in-service training

for the local teaching staff. The University furnished the program with 23 consultants in the field of child growth and development, and the children were actually studied. In the opinion of the principal and the teachers, the program was very successful in aiding the teachers to understand the children. A criteria involving six different aspects was used as a basis for the in-service training.

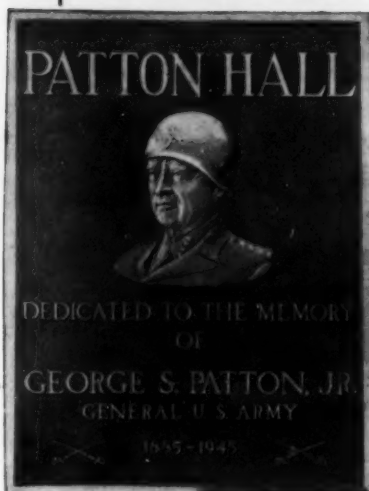
THE SUPERINTENDENT REPORTS

At the semimonthly meeting of the school board in a large midwest city the superintendent of schools reported:

- A list of claims and accounts
- A list of certificated and civil service applicants to be employed
- Names of three supervisory appointees
- Wage rates for building mechanics
- A charter amendment to be endorsed
- A ball park lease
- A calendar of the school year
- A recommendation for selling used furniture
- A recommendation for buying a number of books
- A recommendation for selling some used vocational equipment
- A purchase of chairs
- A purchase of medical supplies
- A purchase of insulation for school coolers
- A contract for special bus service
- A purchase of coal
- A contract for illumination
- Reimbursement for traveling expenses
- The sale of an unused schoolhouse
- The sale of scrap iron
- The sale of an unused lean-to
- Contracts for acoustical treatment
- A purchase of buses
- Miscellaneous list of correspondence

Would it be fair to ask how many of these items of business have an educational import except very remotely? How many did the busy superintendent have time to master? Why were they not reported by a responsible assistant? Should a board's time be given almost wholly to such routine?

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Publications for School Business Executives

Practical Color Simplified

By William Miskella. Cloth, 113 pp., \$5. Miskella Infra Red Co., Cleveland 4, Ohio.

This is a revision of a book first issued in 1928 and is addressed to practical men engaged in solving problems of developing color harmonies and color mixing, particularly in fields of interior decorating and manufacturing. The new materials include information on light reflectance and fluorescent lighting as an influence on colored finishes. The book would be improved by adding the true colors to the diagram of the chromatic circle. For the practical painter a list of minimum coefficients of reflection for typical interiors would make the book indispensable.

State Support of Public Schools—Arkansas, Kansas, Michigan, Nebraska, Rhode Island, Vermont, Washington, Wisconsin

Research Division, National Education Association, Washington 6, D. C.

The latest collection includes an outline of the state financing of public schools in eight states, including Arkansas, Kansas, Michigan, Nebraska, Rhode Island, Vermont, Washington, and Wisconsin.

State School Plant Assistance

By Ray L. Hamon. Paper, 40 pp., mimeographed. U. S. Office of Education, Washington 25, D. C.

This publication summarizes as of August, 1948, the plans used in 36 states for (1) giving local school districts help in planning and constructing school buildings, (2) providing financial help to districts which require assistance. The report gives evidence of extremely effective plans in a few states like California. It also gives evidence that 12 states give no aid whatever, and that in all states we are only at the beginning of a period in which the states recognize their responsibility for helping needy school districts and for providing technical leadership and aid in bettering all school plants.

Architects' Marble Specifications Book

Paper, 64 pp. Marble Institute of America, Inc., 108 Forster Ave., Mount Vernon, N. Y.

The present handbook for architects outlines (1) standard uses for marble as interior finish; (2) standard

specifications for selecting marble for special buildings; (3) specifications for the support, anchorage, and protection of interior and exterior uses of marble. The written text is supplemented by a series of 20 detailed plates showing typical applications of marble to steps and stairs, columns, wainscoting, door and window trim, escalators, floor tiles, church fittings, mantels, office trim, public lobbies, shower and toilet rooms. The book is one that should be a portion of the working library of every school-business executive.

Lunch at School

Paper, 32 pp., 50 cents. Association for Childhood Education, 1200 Fifteenth St., N.W., Washington, D. C.

This bulletin prepared for teachers, administrators, and parents, offers a point of view about lunch at school, describes how the lunch programs began, and tells how they are functioning at the present time.

Statutory Provisions for Statewide Retirement Systems

Paper, 19 pp. Research Division, National Education Association, Washington 6, D. C.

The 19 tables in this report provide information on the major methods of financing state teachers' retirement systems, and include information on the rights and privileges of members and general information on limitations.

Estimates of Population of the United States, by Regions, Divisions, and States, 1940 to 1947

Compiled by J. C. Capt. Paper, 10 pp. Bureau of the Census, U. S. Department of Commerce, Washington 25, D. C.

A report presenting revised estimates of population, showing impressive population increases in the West, and particularly in the Pacific Division, between April, 1940, and July, 1947. The report, compiled by states, shows that the total population of the West rose from 13,883,000 to 18,107,000 during this period, or an increase of 4,224,000, or 30.4 per cent. Most of the increase, 94.2 per cent, was concentrated in the Pacific Division, where the population rose from 9,773,000 to 13,714,000, a gain of 40.9 per cent. During the same period, the population of the United States increased by 11,744,000, or 8.9 per cent. The largest gain for a single state was 2,905,000 in California, which had an increase of 42.1 per cent. A block of states in the West, including California, Oregon, Washington, Arizona, and Nevada, monopolized the largest percentage gains. The total for the country was 143,414,000 in July, 1947, as against 131,669,275 in April, 1940.

Things to Consider in Planning Educational Plants

Prepared by Ray L. Hamon. Paper, 13 pp. Published by the American Council on Education, 744 Jackson Place, Washington 6, D. C.

This study, undertaken by a subcommittee of the Committee on Educational Buildings and Equipment, aims to call attention to the major items to be considered in a planning and construction program, especially such problems as the over-all plant program, the planning of individual projects, the designing of the plant, the furniture and equipment. Some space is given to responsibilities of the legal governing body, the employed educational staff, and the architects. A list of selected references is included.

NEW BOOKS

Exploring New York State

By Bertrand M. Wainger and Edith B. Oagley. Cloth, xviii-494 pp., \$2.80. Harcourt, Brace & Company, New York, N. Y.

New Yorkers are properly proud of the Empire State. The present book, planned for use in social science classes, will do much to fortify the pride of New Yorkers, while incidentally and more importantly, it lays the foundation for a solid understanding of the history, the social institutions, the economic life, the political organization, and the simple facts of living in cities, towns, and country. The illustrations are carefully chosen for factual value and for human interest. The study helps and suggested activities are more than ample; the bibliography must be used with discretion.

Modern-School Geometry

By John R. Clark, Rolland R. Smith, and Raleigh Schorling. Cloth, xii-436 pp. World Book Company, Yonkers-on-Hudson, N. Y.

This is a completely revised edition of a text originally published ten years ago. The authors have utilized both their contacts with the numerous teachers who have used the original work and have adopted the recommendations of the Second Commission on Postwar Plans. Two features of the book are striking: The key concepts and fundamental principles are explained with unusual simplicity so that the book is easy without losing any of its mathematical value. The purpose of giving the student mathematical ability through complete understanding is thus achieved. Second, the examples and applications taken from modern industry are intensely practical and provide a motive for study not found in the conventional college preparatory work.



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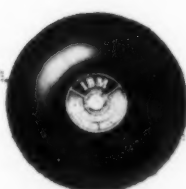
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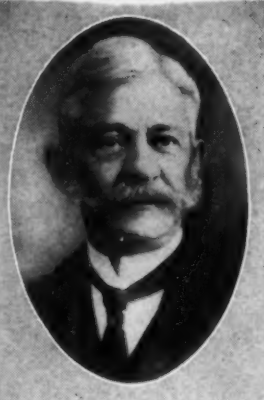
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SCHOOL BOARD MEMBERS — THEN AND NOW

(Concluded from page 22)

CERTIFICATE

We, the undersigned, the Committee appointed for the examination of Teachers of the Free Common School of this City, do certify that we have personally examined Mr. J. Swett, and are satisfied that he is of good moral character and of sufficient learning and ability, and has a competent aptness and fitness for teaching. We, therefore, grant to him this our Certificate of Approval, which shall continue in force one year, unless sooner revoked by the Board of Education. San Francisco, November 4, 1854

S. P. Webb

Frederick Billings

William Sherman

Jacob B. Moore, Committee

W. H. O'Grady, Superintendent

All Marked Sixty

These annual re-examinations were continued during nine years that I was principal of the Rincon School. After 1856, written examinations came into vogue. Not only were we re-examined annually but we were also re-elected annually, for the term of one year only. It was those twin humiliations that eventually drove me to seek a more independent field of action. But in this connection I cannot refrain from mentioning one famous examination held in 1860. That was a red-letter day. The president of the board himself prepared most of the questions. He was a man of inordinate self-conceit, who once remarked to me that he could teach more in one day than any teacher in the city could teach in six months. His geography questions, a fair example of the others, ran as follows:

1. Name all the rivers of the globe.

2. Name all the bays, gulfs, seas, lakes, and other bodies of water on the globe.

3. Name all the cities of the world.

4. Name all the countries of the world.

5. Bound each of the states in the United States.

We were allowed one hour for answering these very short questions. I recall one tall Texan who had worried through the arithmetic examination. When he got hold of the geography questions he examined them leisurely, and stalking up to the chairman's table, handed back the questions and drawled out: "If the board wants me to prepare a primary geography, they must pay me for it." He took his hat and disappeared. At the end of the hour some were still at work on the first question, some on the second question, a few on the third, and one on the fifth. As for myself, I got through all the questions by answers brief and condensed, naming the more important rivers, bays, countries, etc., and bounding the United States as a whole, but I gained nothing by generalizing my answers. When the report was made we all stood exactly alike, 60 per cent. Twenty years afterward I hunted up these papers from the musty records of the board of education as a matter of curiosity, and found out how we were credited.

To those who have become accustomed to the modern public schools, these conditions of a hundred years ago seem remote and far away, but there are wide areas in this nation of ours where all of the above "pioneer" conditions exist. There is not a state in the nation in which one or more of these above conditions is not prevalent to some degree. Millions of our school children are attending school in shacks, being taught by teachers not qualified by the

lowest standards to teach, crowded into rooms in numbers two or three times as great as required to prevent effective teaching and under health conditions not favorably comparable to those of the "pioneer" school. School boards in many places still administer the schools, playing cheap politics with the educational interests of their children. So far as much of our nation is concerned, we are still in the oxcart stage as to providing our children with educational opportunities. To permit these "Pioneer" conditions in education to continue is to flirt with disaster on a national scale.

PORT TOWNSEND ADVENTURE IN GOOD COMMUNITY LIVING

(Concluded from page 24)

social habits and the ability of students and adults to co-operate on a community level. It has become the social pulse of the community for clubs and activities. It stands now with assurance, an object of pride to the community, a source of satisfaction and sense of achievement to the students and the administration. The work is not completed — it is little more than begun. A long-range plan for still further broadening its scope, activities, and services is in operation. Our hope is that the Port Townsend Adventure in Good Community Living will become an increasingly active force in directing our youth in the path of good citizenship and clean living.

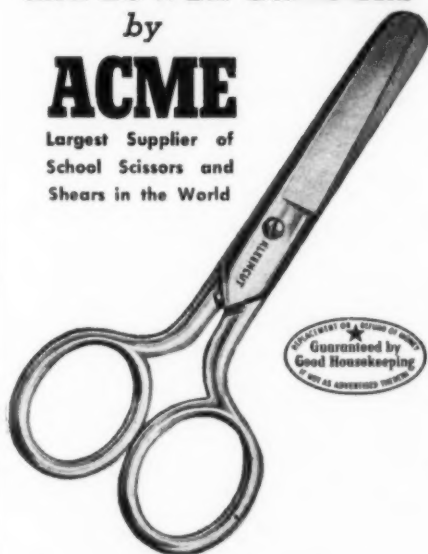
START THEM RIGHT!



KLEENCUT BLUNTS for KINDERGARTNERS and LOWER GRADERS by

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Largest Supplier of
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Especially designed for school use and made to conform with accepted requirements, KLEENCUT BLUNTS offer tiny tots cutting safety and comfortable handling. Solid one-piece steel construction — nickel-plated finish. Cuts both paper and cloth.

Specify
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Manufactured by

THE ACME SHEAR CO.

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Makers of Acme • Eversharp • Kleencut

SCHOOL REFORM IN LAND HESSE

(Continued from page 40)

lations. In July, 1947, they were adopted in essentially the same form by the Four Powers and became Control Council Directive 54. The essential difference between the American Regulations and the Control Council Directive was the changing of the word "shall" in each one to "should" and making them for the guidance of the Military Government of each zone. But the ratification by the Four Powers gave a common basis for school reform in all of Germany.

These principles are:

1. There shall be equal educational opportunity for all.

2. There shall be free tuition in all public schools; free textbooks and materials, and school maintenance grant for those who need air.

3. Compulsory full time school attendance shall be required for all between the ages of 6 to 15 and part-time compulsory attendance from 16 to 18 years of age.

4. Schools for the compulsory periods shall form a comprehensive educational system to serve all youth. The two-track system and all overlapping of elementary and secondary schools will be abolished. The terms elementary and secondary shall mean two consecutive levels of instruction, not two types or qualities of instruction.

5. All schools shall lay emphasis upon education for civic responsibility and a democratic way of life, both by means of the curriculum and by the organization of the school itself.

6. School curriculums shall promote international good will and understanding in every way possible.

7. Professional, educational, and vocational guidance shall be provided for all.

8. Health supervision and health education shall be provided in all schools.

9. All teacher education shall be on a university level.

10. The administration of the schools shall be democratic and sensitive to the wishes of the people.

(To be continued)

TEACHERS' SALARIES

► Tulsa, Okla. Salary increases ranging from \$300 to \$2,500 have been approved by the school board for the year 1948. The schedule provides for a revision of salaries for three classifications and allows flat \$300 increases for teachers. The starting base pay for women teachers holding a bachelor's degree was set at \$2,200; and for men teachers at \$2,400.

► San Antonio, Tex. New salary schedules have been established for 1948 affecting all teachers and administrators and raising the salaries to higher levels.

COMMUNIST TEACHERS

Acting Commissioner of Education Lewis A. Wilson of New York State has rendered a further decision in the case of a Communist instructor in the New York City College. He holds that membership in the Communist party is not illegal in the state but declares that a person guilty of subversive teaching should be dismissed. While the new decision does not change the status of the teacher under consideration, it does point up the policy of the New York City board of education to eliminate from the service teachers guilty of subversal teaching.



Old Faithful is a quality label designating the best school products you can buy. They have been tested and proved by years of satisfactory experience, and are backed by a company that has always been a leader in the educational field.

Always specify

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CRAYONEX
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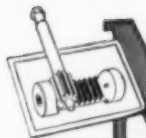
NORTON



Broad shouldered? Yes—and with muscles of steel! That's why the NORTON closes doors so firmly yet so gently—*silently as a shadow*. Those broad shoulders house the "muscles," the famous steel-toothed rack and pinion that means positive service for a long life. The new light permanent-mold aluminum shell is a precision pressure chamber that further dramatizes NORTON'S competent performance. *Strong in purpose—easy in action . . .* that's NORTON, velvet gloved doorman to America.

Meets Federal Specifications F.P.-M-721a

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Division of The Yale & Towne Mfg. Co.

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Getting 10 months
educational gains in
6 months by the

Harmon Technique

Your school can do it, too!

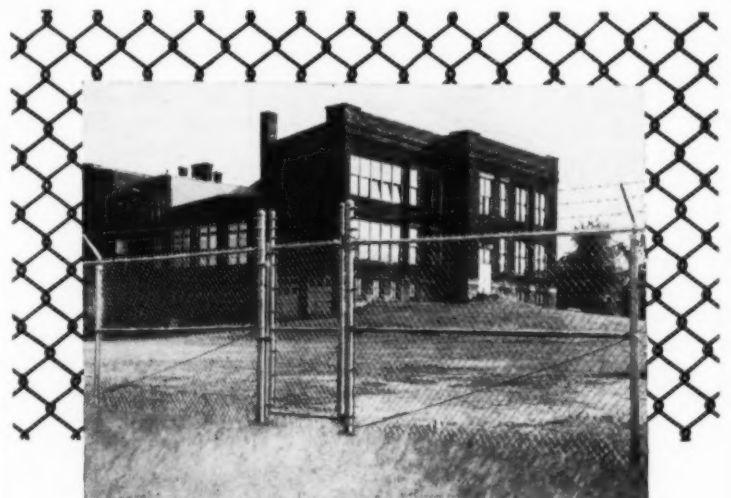
Ask for a copy of Dr. Harmon's "LIGHT ON GROWING CHILDREN," reprinted from Architectural Record. On receipt of sketches showing dimensions and details of schoolroom, specifications will be furnished according to the Harmon Technique without cost or obligation.

NATIONAL CHEMICAL & MFG. CO.
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LUMINALL

the light-reflective
paint for interiors



Safeguard Lives!

With Pittsburgh, Chain Link Fence

Protect those lives—your students'. And safeguard your school properties for years to come with Pittsburgh Chain Link Fence—from the detriment of time—the scuff of recess play. For complete service through planning and installation, specify Pittsburgh Chain Link Fence. Write today for complete information on how you may have Protection by Pittsburgh.

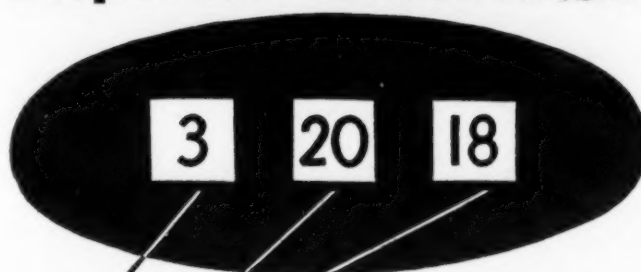


Pittsburgh Steel Company

3267 Grant Building, Pittsburgh 30, Pa.



Closing Automatically Disperses Combination



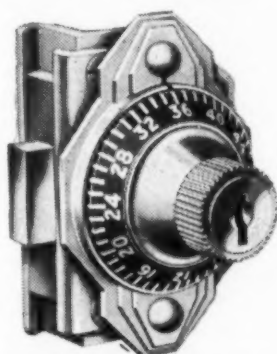
3 Right Numbers Automatically Open It

Automatic locking and opening is one reason why YALE Combination Locker Locks give maximum convenience and security.

Closing the door with built-in type—or pushing in shackle of the padlock—automatically deadlocks bolt and disperses the combination.

Dialing three positive numbers (which cannot be found by manipulating) and turning the knob automatically opens the lock.

Both types can be supplied with emergency control key to operate all locks in a set.

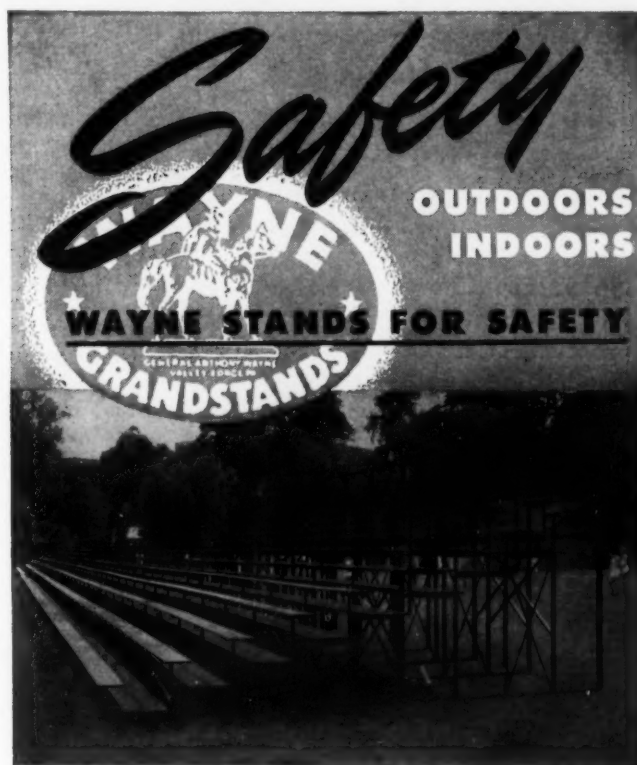


L-3374 YALE Combination Locker Lock. Only locker lock with vertical-action bolt paralleling movement of locker mechanism.



589 YALE Combination Padlock with emergency control key. Shackle can withstand pull of over 700 lb.

THE YALE & TOWNE MANUFACTURING COMPANY
STAMFORD, CONN.



TYPE "H"—Made, at present time, in 15 ft. units, up to 15 rows high. Units up to 6 rows can be moved bodily without dismantling.

FOR assurance of absolute safety, your best bet is a Wayne Grandstand. And, in addition to safety, it offers economy and comfort as well. Representative of the wide line of Wayne stands are the Type "H" Portable Steel Grandstand for outdoors and the Rolling Gymstand for gymnasium use—either offers the *safest* seating you can buy.

The Type "H" is furnished in 15 foot units containing up to 15 rows. Units up to 6 rows can be moved bodily without dismantling. Where stand is not frequently moved, a continuous Type "H" stand offers greater economy.

For indoor seating, the Wayne Rolling Gymstand recommends itself by the space it saves when not in use. Closed, it folds against the wall to present a flat vertical surface, or the movable type may be rolled to other locations. Opened, the stand is sturdy with maximum visibility—plus absolute safety.

Send us the measurements of your present or proposed gymnasium for our engineer's recommendation and estimate. Catalogs furnished on request.

ROLLING GYMSTAND—One continuous operation by one person opens or closes the Rolling Gymstand.



WAYNE IRON WORKS

REPRESENTATIVES IN 42 CITIES

444 NORTH PEMBROKE AVE. • WAYNE, PENNA.



Solve locker problems with controlled Dudley protection

No more time-wasting delays, no recurring pilferage problems . . . not when you standardize on dependable Dudley Locks. Master-Chart permits quick opening by authorized persons.



Get schoolwide protection without budget expense. Write for details of Self-Financing Plan.

RD-2

DUDLEY LOCK CORPORATION

570 W. Monroe St., Dept. 1012, Chicago 6, Ill.

HOW GROTON IS IMPROVING THE EFFICIENCY OF TEACHERS

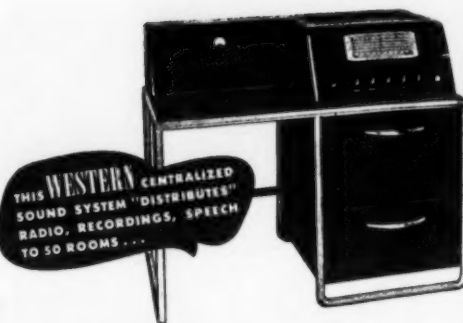
(Concluded from page 46)

or state committees on curriculum development or other professional activity may have participation evaluated by the superintendent of schools.

The Groton board of education, in its relations with the teachers, through Superintendent S. B. Butler has made a sincere effort to improve the status of the teachers in the community. The service standards have been adopted in good faith. No coercion is manifested in the plan. Teachers and administrators alike are enthusiastic about the idea. We hope to inculcate a high level of professional living in Groton. The important goal is to help each teacher do a more effective job. We believe we are moving in the right direction.

NEWS OF SCHOOL OFFICIALS

- The school board of Topeka, Kans., has reorganized with KENNETH B. HOBBS as president; A. H. SAVILLE as vice-president; THELMA MIFFLIN as clerk-business manager; and ELIZABETH DONALDSON as treasurer.
- BRUCE BRUNSON has been elected president of the school board at Leavenworth, Kans. HUGH BRYAN was named clerk, and KATE CORY, treasurer.
- C. F. HEATON has been elected president of the board at Great Bend, Kans.
- EARL A. MORGAN has been elected president of the board at Salina, Kans.
- DR. W. S. AMTHOR has been elected president of the board of education at Waupun, Wis.
- Tuckahoe, N. Y. The school board of Union Free School Dist. No. 2 has reorganized with A. HERMAN MARRA as president; JOHN M. CULLEN as vice-president; JAMES D. FAY as clerk; and WALTER R. SCHELLE as treasurer. Other members of the board include CLAUDE E. GLASER, DR. J. A. MULLEN, LOUIS BELSERENE.



THIS WESTERN CENTRALIZED SOUND SYSTEM "DISTRIBUTES" RADIO, RECORDINGS, SPEECH TO 50 ROOMS . . .

Custom-Built TO YOUR NEEDS . . .

You can be certain of the latest and finest of Sound Distribution facilities — to take advantage of modern teaching and program techniques — with a Custom-Built WESTERN System.

The Senior Model B illustrated, designed to exacting school specifications by experienced WESTERN engineers, embodies all the important new developments in sound engineering. In its beautiful walnut-grained, all steel desk-type cabinet you'll have:

Custom-built FM and AM radio tuner — built-in dual speed electric phonograph handling up to 16" records — 10" monitor speaker — separate talk-back amplifier and speaker — automatic volume control — fingertip classroom controls for up to 50 rooms — and many other features. Complete, compact, with power output up to 100 watts, measures only 48" wide, 39" high, 16½" deep.

Write for details TODAY—

READY FOR IMMEDIATE DELIVERY

All sizes of WESTERN'S new 1948 Portable Sound Equipment, including Recorders, Recorders, and public address systems. Write for literature and name of your nearest WESTERN School Distributor.

WESTERN SOUND AND ELECTRIC LABORATORIES, INC.
Milwaukee, Wisconsin

Desire permanent position as Chief Engineer, Superintendent of Maintenance, or Business Manager. College trained, registered engineer with 23 years Engineering-Administrative experience, 10 years as Chief Engineer of a metropolitan area school district. Age 44, married. Specify salary and requirements, available soon. Address: Box 1048 ASBJ.

Comfort WITH UTILITY *Clarín* STEEL FOLDING CHAIRS

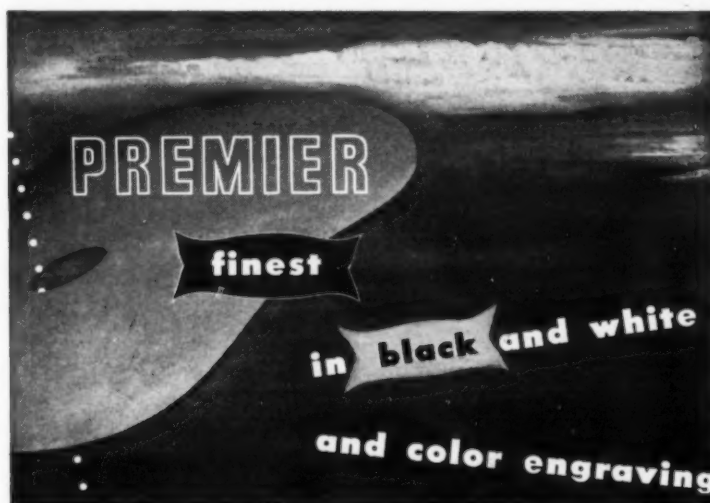


No. 2317-W

- sturdy and dependable
- comfort supreme
- properly pitched seat and back panel
- finest enamel finishes
- easy, noiseless opening and closing
- rubber silencers
- ten-year guarantee

CLARIN MFG. CO.
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There are more *Clarín* steel folding chairs in institutional service than any other make



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FLOOR PROTECTION
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**Churchill's ALADDIN Challenges
any other floor WAX on the market**

Fully approved by Underwriters' Laboratories, Inc., Aladdin self-polishing, anti-slip, non-inflammable Liquid Floor Wax challenges any other on the market! It provides a hard, protective coating for floor coverings such as rubber tile, asphalt tile, linoleum, varnished wood and other materials commonly used . . . holds dirt on the surface, prevents wearing underneath, makes sweeping-cleaning much easier. Its transparency and high lustre assure exceptional floor beauty. Aladdin is most economical, too . . . spreads farther, lasts longer, prevents wear of sealers, and less is removed by mopping. Call your Churchill distributor or representative, or write . . .

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MANUFACTURERS OF SUPERIOR FLOOR AND
BUILDING MAINTENANCE MATERIALS AND TOOLS

**PEABODY'S
New CLASSIC Line
OF STEEL FRAME SEATING**

The Only
Seating
with

**POSTURE-FIT
FLOATING BACK
REST**

- More Comfortable
- Easy to keep in place
- Easy to move
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*Classic Movable Chair Desk
with Duo-Adjusting Top
No. 201*

Get complete details from your Peabody
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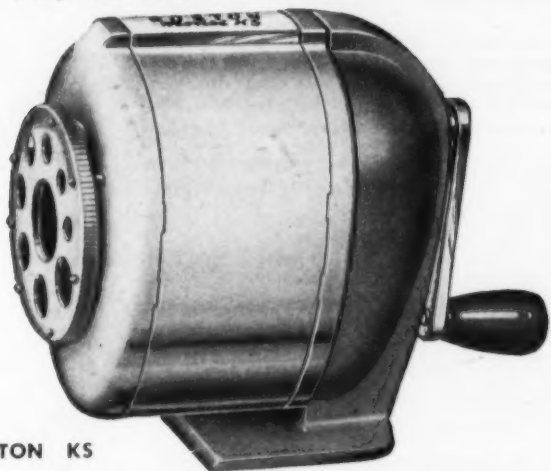
THE PEABODY SEATING CO., INC.
NORTH MANCHESTER INDIANA

LOOK THEM OVER



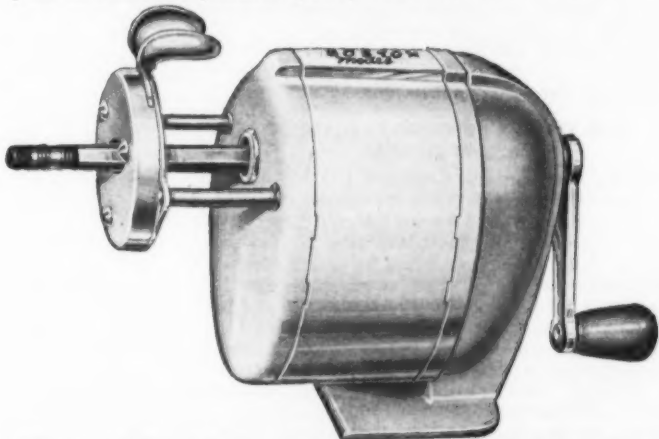
THEY'RE STREAMLINED IN ALL METAL

The new Bostons are handsomer—and more rugged with all-metal construction for longer life. Let Bostons keep the office "sharp" and modern.



BOSTON KS

... gives you more of everything desirable in a pencil sharpener, plus new flowing graceful lines and added strength of all-metal. BOSTON Speed Cutters (15 cutting edges). Guide permits 8 sizes of pencils. Specify BOSTON KS.



BOSTON Self-feeder No. 4 looks mighty smart in this new exterior. This model will save pencil bills by centering pencils accurately, thus preventing waste. Feeds automatically—contains famous BOSTON Speed Cutters—giving 25% more cutting edges. Specify BOSTON Self Feeder No. 4.



ORDER TODAY—MODERN LINE OF PENCIL SHARPENERS
C. HOWARD HUNT PEN CO., CAMDEN, N. J.
Also Manufacturers of Speedball Pens and Products—Hunt Pens

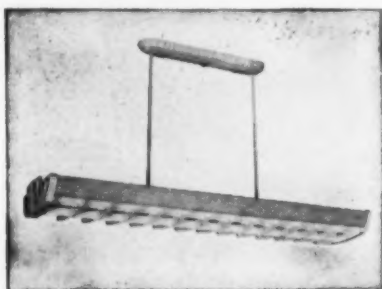
New Supplies and Equipment

NEW FOUR-LAMP FLUORESCENT LUMINAIRE

A four-lamp fluorescent luminaire type (CD-160) for schools has been announced by the Westinghouse Electric Corporation.

Designed for higher illumination levels, this new unit is available for suspension mounting as a direct-indirect type with steel-louvered bottom, or as a semi-indirect type with translucent plastic bottom of polystyrene extrusion for strength and rigidity.

The luminaire is well shielded with low brightness at normal viewing angles, and the louvered bottom simplifies maintenance since dirt does not collect easily on vertical surfaces. It is ideal for classrooms since there is no basin to collect



New Westinghouse 4 Lamp Fixture.

pieces of chalk and the like. Both single and twin-stem hangers are available, and louvered units can be mounted on ceiling brackets when desired. Ballasts are accessible by removing two screws at the ends of the channel.

Westinghouse Electric Corporation, Pittsburgh 30, Pa.

For brief reference use ASBJ-1001.

NEW SPENCER COMMERCIAL PORTABLE VACUUM CLEANER

The Spencer Turbine Company has announced a commercial portable vacuum cleaner, entirely new in appearance, and having improved features.

High-speed cleaning with the new No. 114-B vacuum cleaner is accomplished by a continuous-rated, universal motor. Fast removal of dirt is aided by a foot lever, which lowers a .875 cu. ft. dirt can to the floor, where it is rolled to the disposal point on ball-bearing casters. The large area filter base is cleaned without removal from the machine. Rubber-tired roller-bearing wheels and a ball-bearing swivel caster allow quick relocation of the machine. Standard Spencer hose and tools are used.

Spencer Turbine Co., Hartford, Conn.

For brief reference use ASBJ-1002.

DECORATE CLASSROOMS IN HARMON TECHNIQUE

The Luminall Paint Division of the National Chemical & Manufacturing Co., has issued a new 8-page brochure, comprising a new color card and technical folder for the selection of Harmon classroom colors. This new brochure enables educators to select physiologically and psychologically tested color combinations according to the methodology developed in the Texas school system by Dr. Harmon. In addition, the folder contains complete formulas and painting specifications for each color combination, showing how colors are mixed, and where they are applied. A copy will be sent free on request.

Luminall Paints, Chicago 9, Ill.

For brief reference use ASBJ-1003.

NEW NONSLIP FLOOR POLISH

Huntington Laboratories have announced a new type nonslip floor polish, named Safe-T-San, which reduces the slipperiness of flooring material. A product of synthetic resins, which contains no

wax, it dries bright in a few minutes and produces a beautiful finish.

The firm has conducted tests which prove that Safe-T-San effectively reduces slipperiness and the danger of costly accidents. It assures double protection for floors and makes maintenance easy. It is economical and easy to apply. It is self-leveling and dries in twenty minutes.

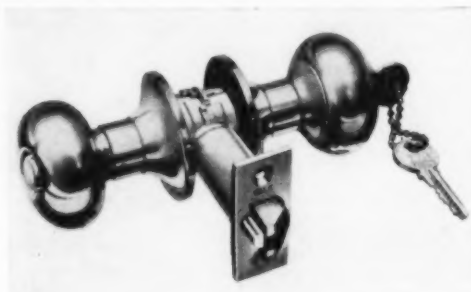
The firm offers to send a copy of "One Hundred and One Hints on Better Floor Care" upon request.

Huntington Laboratories, Inc., Huntington, Ind.

For brief reference use ASBJ-1004.

NEW YALE HEAVY-DUTY TUBULAR LOCK

The Yale & Towne Manufacturing Company has announced a new Yale heavy-duty tubular lock, with deadlocking bolt, one of nine different models in the major new line of locks recently developed by the company.



New Yale Tubular 6-Pin Lock.

The compact simplicity of this 6-pin tumbler lock and its unique "preinstallation assembly" and packaging will cut down installation costs by 80 per cent. Field tests have shown that the timesaving features of this key-in-the-knob lock will make for decisive economy in schools and educational institutions.

Yale & Towne Manufacturing Co., Stamford, Conn.

For brief reference use ASBJ-1005.

NEW IBM ELECTRIC TIME SYSTEM

The International Business Machines Corporation has announced a new Electric Time System, with electronic self regulation. This new system in which clocks are connected directly to the regular AC current supply of the buildings, insures uniform time to the second on clocks, and has proved successful under actual operating conditions.

Each clock is checked individually and automatically once an hour for uniformity with system time. Should any of the clocks be out of step, owing to a current interruption, they can be corrected up to 59 minutes slow and 55 seconds fast. The new device offers a complete self-regulating time system without the need of special wiring.

The new IBM system, an advancement in time systems, will be a great convenience in schools because it offers new flexibility and dependability, together with economy of installation.

International Business Machines Corporation, 590 Madison Ave., New York 22, N. Y.

For brief reference use ASBJ-1006.

FLOOR FINISHES FOR MAPLE, BEECH, AND BIRCH FLOORS

The Maple Flooring Manufacturers' Association has issued instructions on the care of maple, beech, and birch floors. It says that northern hard maple, beech, and birch floor should not be cleaned with water, but should be dusted clean with a soft brush, dry mop, or cloth. If soiled or spotted, the floor should be rubbed with a mop

or cloth slightly moistened with penetrating seal, turpentine, or furniture polish. If badly soiled, it should be wiped with a wrung-out mop or cloth, using warm, slightly soapy water, then clear water. Wipe dry at once and polish with an oil-treated mop or cloth, and then waxed if necessary. The firm offers to send a complete list of approved floor finishes previously tested in the consulting laboratory, and will gladly answer any inquiries concerning floor finishes or maintenance problems.

Maple Flooring Manufacturers' Association, 46 Washington Blvd., Oshkosh, Wis.

For brief reference use ASBJ-1007.

NEW BULLETIN ON SCHOOL LOCKS

A colorful, 4-page bulletin featuring locker and laboratory locks for schools, colleges, and universities has been issued by the National Lock Company, Rockford, Ill. The bulletin is available to school officials and architects, builders, and others interested in modern locker and laboratory facilities. The firm manufactures a large line of shackle locks, built-in locks, laboratory locks, and self-locking locks.

National Lock Company, Lock Division, Rockford, Ill.

For brief reference use ASBJ-1008.

NEW VOIT LATEX REPAIR UNIT FOR ATHLETIC BALLS

Minor punctures in rubber-covered athletic balls may be quickly and easily sealed with the new Voit RUI Latex Repair Unit, consisting of a tube of high quality liquid latex, and a standard inflating needle through which the latex is injected into the ball. It is packed 12 tubes to the box and sells at 35 cents per tube. This repair service is not recommended for balls with separate bladders, or for large playground balls.

W. J. Voit Rubber Corp., 1600 E. 25th St., Los Angeles, Calif.

For brief reference use ASBJ-1009.

HIGH SCHOOL USES TELEVISION

The Upper Darby, Pa., High School has in use, as a means of audio-visual education, an RCA Victor Projection Television Console. The set is mounted on a dolly, equipped with rubber-tired casters, so that it may be moved to any teaching room in the building. A special closet constructed



Students of the Upper Darby High School move RCA Victor television set to front of school stage.

by the carpenters has been provided on the auditorium stage where the set is most frequently used.

Equipped with a length of wire, the set is

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easily rolled to the front of the stage. With the stage curtain as a backdrop, the 15 by 20-in. screen has been viewed conveniently by student groups numbering as many as 400.

The television set has been particularly useful in music and social science classes. The President addressing Congress, programs of "Young Philadelphia Presents," various concerts, and other local events have been broadcast.

RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use ASBJ-1010.

BUYING SCHOOL SUPPLIES LOCALLY

(Concluded from page 48)

experienced between the school authorities and the local merchants. This need not be bought at any price. Care must be taken in establishing the authority necessary and the basic board policies related to buying for the district. The schools in America are state instruments for the education of children and the preservation and promotion of the public welfare. They are financially supported by practically all taxpayers. They are free and open to all who seek an education and can profit by the offerings. School authorities are custodians of this trust. Theirs is the responsibility of adopting practices which will result in the greatest good for the greatest numbers. Problems arising out of purchases made for the school can be solved judicially, fairly, and honestly upon that principle.

After the Meeting

Disarming an Arm of the Law

It not only can happen in Brooklyn but did. The policeman pulled up alongside and motioned me to the curb. "Show me your license," said he. "You passed a red light."

"If I passed a light," I answered truthfully, "it was unintentional. I'm a teacher and it's part of my job to teach others to obey the laws."

"Oh," he cocked an eyebrow, "so you're a teacher. . . ."

"Yes," I admitted.

I watched him hesitate in the act of pulling the summons pad from his pocket. "Where do you teach?"

I told him.

"What do you teach?"

"English."

"Well, tell me," he said, tapping the summons pad against his fingers, "is it right to say 'my wife and I' or 'my wife and me'?"

"That depends," I replied, much relieved at this unexpected turn, "on whether it's the *subject* or the *object*."

"My brother invited my wife and I to dinner—is that right or wrong?"

"Wrong. It should be 'my wife and me,' object of invited."

"You're a teacher all right," he nodded, returning my credentials. "Now, go ahead and don't be passing any more red lights; teach!"—*Wall St. Journal*.

A Modern Boy?

A business school graduate was filling out an application for employment. The personnel director, noticing that the young fellow seemed puzzled, went over to help him. The first entry that caught his eye was the answer to the question "Salary desired?" Beside it the youth had written "Yes."

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL

1948

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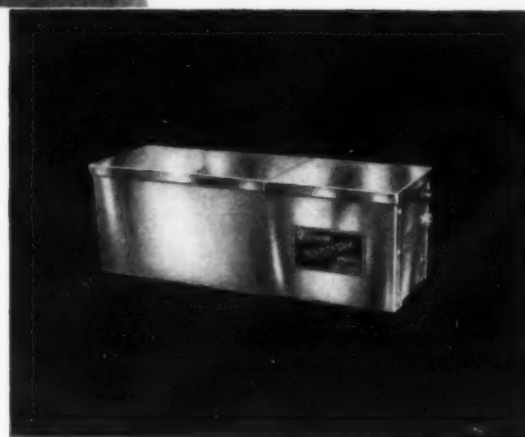
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Recent development of Wyandotte research is this unique *electronic* solution controller.

Designed for use with *Wyandotte Keego** in mechanical dishwashers, it automatically maintains a correct, uniform concentration of the washing solution. Cleaner dishes, a cleaner machine, free from scale, and more efficient use of the washing compound are assured.

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The Wyandotte Electronic Solution Controller is built to provide long service with little maintenance under normal conditions of use.

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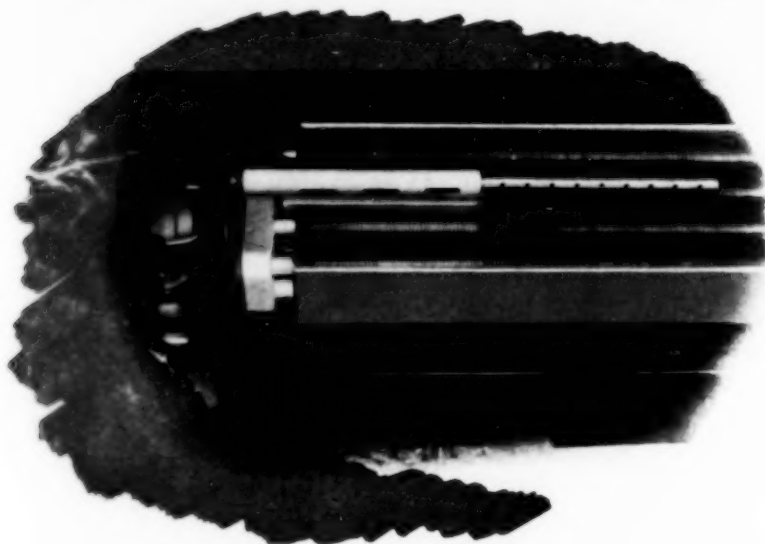
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The **Sensitor** Control of Air-Stream Minimum Temperature

*Automatic balance between air-stream and outdoor temperatures
resulting in perfect harmony of air-stream and room temperatures*



A New Standard of
COMFORT
In Classroom Ventilation



The **SENSITOR** is a startling NEW and amazingly SIMPLE control added to the Air-Stream Thermostat in the Nesbitt Syncretizer Unit Ventilator.

Nesbitt introduced Air-Stream Minimum Temperature Control in 1932. This control set a safe lower limit on the temperature of the air admitted to the room (usually ten degrees below the desired room temperature). It prevented cold drafts while it allowed for sufficient cooling power to prevent overheating and to neutralize unpleasant odor. The result was called "Syncretized Air" and set a new course for the industry.

In the constant endeavor toward greater comfort in the classroom, Nesbitt sought for a way to balance the air-stream temperature within the safety range so that as the outdoor air got colder the air-stream would automatically get warmer. Nesbitt found the way, and after several years of experimental study the **SENSITOR** is now built into Nesbitt Syncretizers.

A channel through the heating element below a portion of the air-stream thermostat lets the **SENSITOR** constantly sample the outdoor air introduced by the fans. The air-stream minimum demand is now met by balancing air-stream temperature against outdoor temperature to give—all day long—an air-stream that is tempered as closely as possible to the desired room temperature—for maximum comfort!

You must live for years with your schoolroom ventilator decision . . . you may as well live comfortably.

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